DOCUMENT RESUME

ED 289 431 HE 021 019

AUTHOR	Bain, Greg, Comp.
TITLE	Evaluating Teaching: Purposes, Methods, and Policies.
INSTITUTION	Washington Univ., Seattle. Center for Instructional Development and Research.
PUB DATE	82
NOTE	66p.; Prepared by the Committee on the Evaluation and Improvement of Teaching and the Instructional and Faculty Development Board. Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Check Lists; Evaluation Utilization; *Faculty Evaluation; Graduate Students; Guidelines; Higher Education; *Instructional Improvement; *Peer Evaluation; Personnel Policy; Rating Scales; *Self Evaluation (Individuals); *Student Evaluation of Teacher Performance; Teacher Effectiveness; Teaching Assistants
IDENTIFIERS	*Teaching Assistant Training Project; *University of Washington

ABSTRACT

A guide to the evaluation and improvement of teaching was developed by the University of Washington Committee on the Evaluation and Improvement of Teaching and the university's Instructional and Faculty Development Board. The handbook contains questions and problems that departments are likely to confront in designing an evaluation program appropriate to their own needs. Results of a survey of research related to these questions indicate the most pressing issues and the most workable solutions. Successful programs used at the University of Washington and comparable institutions are also described. Of concern are the purposes of an evaluation; the elements of teaching that should be evaluated; appropriate sources of information; ways to collect, analyze, and use information; provisions for the improvement of teaching; and the suitability of written guidelines for faculty. The following evaluation modes for the improvement of teaching are considered: student ratings, self-assessment, colleague evaluation, and committee evaluation. Evaluations for student use and for personnel and administrative use are also covered. A statement of the university's personnel policies and sample guidelines and assessment forms for student ratings, self-assessment, colleague evaluation, and committee evaluation are all included in three appendixes amounting to three-quarters of the document. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

BEST COPY AVAILABLE

ED289431

EVALUATING TEACHING
Purposes, Methods, and Policies

Committee on the Evaluation and Improvement of Teaching and The Instructional and Faculty Development Board

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Center for Instructional Development & Research University of Washington

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

HE 021 019

The materials in the Special Collection on the Training of Teaching Assistants were developed through the active efforts of numerous educators who first met at the 1986 National Conference on the Institutional Responsibilities and Responses in the Employment and Education of Teaching Assistants held at the Ohio State University. Assisted by more than 80 individuals, the committee chairs listed below were able to establish the collection which will be developed and maintained by the ERIC Clearinghouse for Higher Education. This arrangement will enable faculty members, faculty developers, administrators, TA supervisors, and graduate teaching assistants to have access to TA training materials produced by institutions across the nation.

Task Force on Establishing a National Clearinghouse of Materials Developed for TA Training

Chair: Jody Nyquist, University of Washington

Subcommittees

ERIC Collection Committee-	Chair: Margaret Pryately University of Oklahoma
Council of Graduate Deans Clearinghouse -	Chair: Sheila Caskey Southeast Missouri State University
Exploration of a Review Process -	Chair: Lynda Morton University of Missouri

ERIC Clearinghouse on Higher Education - Marilyn Shorr

Clearinghouse on ITA Materials - Janet Constantinides

EVALUATING TEACHING
Purposes, Methods, and Policies

© 1982 Committee on the Evaluation
and Improvement of Teaching
and
The Instructional and
Faculty Development Board
—University of Washington—

Additional copies are available through
the Center for Instructional Development
and Research, AJ–15 (543-6591)
and
the Educational Assessment Center,
PB-30 (543-1170)

PREFACE

We all know that efforts to improve teaching do not flourish by edict. Teaching must be nurtured in subtle and manifold ways.

We are pleased that the Senate Committee on Evaluation and Improvement of Teaching has applied itself so diligently to analyzing and explaining some of the ways to improve teaching.

This guide to the evaluation and improvement of teaching, developed over the past year, offers many specific suggestions. We hope that each faculty member will review them carefully and actively apply those suggestions that seem most appropriate.

Richard Andrews, Chair, Faculty Senate, 1981–82

George Beckmann, Provost

INTRODUCTION

During the last two years, the Faculty Senate Committee on the Evaluation and Improvement of Teaching has developed several projects to help faculty assess and improve their teaching. We have been well received in departments across campus, confirming our belief that faculty accept teaching as a major responsibility and recognize that reliable evaluation can suggest strategies for improving teaching skills. Furthermore, faculty and administrators alike recognize that evaluation of teaching is a necessary part of personnel decisions at both the department and college levels.

Although few question the possible benefits of evaluation, many question the specific means sometimes used to achieve those ends. Some objections are philosophical, based on academic freedom, but most are thoroughly practical, concerned with procedures and time commitments. This guide attempts to answer the latter objections in three ways. Part I poses questions and describes problems which departments are likely to confront in designing an evaluation program appropriate to their own needs. Part II provides a survey of research related to the questions we pose in Part I. Our intent is not to provide support for specific procedures, but to present, as concisely as possible, the most pressing issues and the most workable solutions now known. Finally, Part III describes specific programs used successfully at the University of Washington or at comparable institutions and reproduces sample guidelines and assessment forms. In all three parts, our intent is not to prescribe what we think best, but to illustrate the range of available options so that college, school, and department faculties may select what they think best.*

We have spent over a year on this project and think we have knowledge and experience worth sharing. Most important, we have learned that uniformity across campus is neither desirable nor attainable. We are also convinced that if faculty cooperate in designing a flexible program appropriate to their own needs, then subsequent evaluations will provide a reliable means of improving teaching and of assessing teaching for personnel decisions. If you would like to discuss your department's program or would be willing to assist other departments not so far advanced as your own, please call any member of the C.E.I.T. The names and telephone numbers of the current members are listed below:

---

*Henceforth the word *department* refers to all three administrative units.

UNIVERSITY OF WASHINGTON COMMITTEE ON EVALUATION AND IMPROVEMENT OF TEACHING MEMBERSHIP 1981–1982

DAVID RYCKMAN, Chair
Special Education, DQ–12
543–1827

GERALD BALDASTY
Communications, DS–40
543–2724

BARBARA BOPP
Germanics, DH–30
543–1752

DELORES GAUT
Parent-Child Nursing, SC–74
543–7787

WILLIAM GRUMMEL
Classics, DH–10
543–2268

DAVID IRBY
Medical Research, RH–20
543–3891

REID PARMERTER
Aero & Astro, FS–10
543–6787

JOHN SIMPSON
Psychology, NI–25
543–8893

EUGENE SMITH
English, GN–30
543–7993

J. FREDERICK TRUITT
Marketing, DJ–10
543–8780

Student Representatives

EDIE GREEN (GPSS)
Psychology, NI–25
543–7387

KAREN PETERSON (ASUW)
425 Bellevue Way SE, No. 17
Bellevue, WA 464–6103

ED QUIMBY (GPSS)
Burke Museum, PB–10
543–5590

Ex Officio

GERALD GILLMORE
Director, Ed. Assess. Center, PB–30
543–1170

CATHERINE HENDRICKS
Office of the Provost, AH–20
543–6616

NORIHIKO MIHARA
Reading Study Skill Center, HH–05
543–4250

Consultants

GREG BAIN
Educational Assessment Center, PB–30
543–1170

D. JOSEPH CLARK
Center for Instructional Development and Research, AJ–10
543–6591

ACKNOWLEDGEMENTS

We are grateful to these publishers and schools for permission to reprint the following documents:

Auburn University, for Colleague Evaluation #21 (p. 52), from the Recommendations of the Project Planning Committee on faculty evaluation;

Colorado State University, for Student Ratings #13 (p. 30);

Council for the Advancement of Small Colleges, for "Characteristics of Constructive Feedback" (p. 25) and "Classroom Training: Microteaching and Teaching Laboratories" (p. 25) from a *A Handbook for Faculty Development*, 1975-77;

Conventry Press, for Table IV (p. 11), Self-Assessment #8-10 (pp. 39-40), Student Ratings #16-17 (p. 34), and Colleague Evaluation #13 (p. 48), from Peter Seldin, *Successful Faculty Evaluation Programs*, 1980;

Evergreen State College, for the description of the Teaching Portfolio (p. 15);

Jossey-Bass for Colleague Evaluation #10 (p. 46) and #12 (p. 47), from Richard I. Miller, *Evaluating Faculty Performance*, 1972;

Kansas State University, for Student Ratings #14 (p. 3);

Modern Language Association of America and the ERIC Clearing House on the Teaching of English in Higher Education, for Self-Assessment #3 (p. 37), from R. Larson, *The Evaluation of Teaching College English*, 1970.

North Carolina State University and Malcolms S. Knowles for Self-Assessment #2 (p. 35);

Ohio State University, for Student Ratings #12 (p. 30);

San Jose State University, for Self-Assessment #6 (p. 38);

University of California, Berkeley, for Colleague Evaluation #9 (p. 46), #16 (p. 49), and #20 (p. 51), from the *Report of the Task Force on Teaching Evaluation*, 1980, and Colleague Evaluation #11 (p. 47) developed by Robert Wilson and Evelyn Dienst of the Center for Research and Development in Higher Education;

University of Illinois, Office of Instructional Resources, for Self-Assessment #1 (p. 34) and Colleague Evaluation #14-15 (pp. 48-49), from Diamond, Sharp, and Ory, *Improving Your Lecturing*, 1978;

University of Toledo, Office of Institutional Research, for Table I (p. 8), from R. R. Perry, *Criteria of Effective Teaching in an Institution of Higher Education*, 1969.

We would also like to thank faculty in the following departments for contributing to this project, either by conducting pilot projects or by allowing us to reprint documents from their evaluation programs: Architecture, Biostatistics, Community Health Care Systems (Colleague Evaluation #2-6, pp. 41-43), Parent and Child Nursing, Physiological Nursing (pp. 15-16), Psychology (Committee Evaluation #1-2, p. 53), Social Work, and Speech Communications. Al Gordon, Physiology and Biophysics, provided the material for Appendix III; David Irby, Division of Research in Medical Education, developed the Self-Assessment Inventory (p. 38) and Colleague Evaluation #18 and 19 (p. 51); and William Irmscher, Director of Freshman English, provided the materials on the cooperative observation program for teaching assistants.

Finally, the Committee wishes to express its deep appreciation for the services of Greg Bain, who collected the information and wrote the text.

TABLE OF CONTENTS

Preface by George Beckmann, Provost, and Richard Andrews, Chairman of the Faculty Senate . . . 2
Acknowledgements . . . 3
Introduction . . . 3

PART I. RECOMMENDED PROCEDURES FOR DESIGNING AN EVALUATION PROGRAM

What Purposes Should Evaluation Serve in Your Department? . . . 5
What Elements of Teaching Will You Evaluate? . . . 5
Who Will Provide Relevant Information? . . . 6
How Will the Information Be Collected, Analyzed, and Used? . . . 6
What Provisions Will You Make for the Improvement of Teaching? . . . 6
How Will Your Guidelines Be Distributed to the Faculty? . . . 6
Checklist of Recommended Procedures . . . 6

PART II. SURVEY OF RECENT RESEARCH ON THE EVALUATION AND IMPROVEMENT OF TEACHING

What Purposes Can Evaluation Serve? . . . 7
- Evaluation for improvement . . . 7
- Evaluation for personnel decisions . . . 7

What Elements of Teaching Should Be Evaluated? . . . 8
- Table I. "Elements of Effective Teaching" . . . 8
- Table II. "Apparent similarities of dimensions found in 16 factor analyzes of instructor ratings" . . . 8

What Are the Appropriate Sources of Information? . . . 8
- Table III. "Suggested teaching components, sources of information, and procedures for gaining information about teaching effectiveness" . . . 9
- Student learning . . . 9

How Should the Information Be Collected, Analyzed, and Used? . . . 9
Should an Evaluation Program also Provide for Improvement? . . . 10
Should Written Guidelines Be Distributed to the Faculty? . . . 10
Bibliography . . . 10

PART III. ASSESSMENT FORMS AND GUIDELINES FOR THE EVALUATION AND IMPROVEMENT OF TEACHING

Table IV. "Sources of Information Used to Evaluate Teaching, National Practice" . . . 11
Table V. "Sources of Information Used to Evaluate Teaching at the University of Washington" . . . 11

A. EVALUATIONS FOR THE IMPROVEMENT OF TEACHING

Student Ratings
- Educational Assessment Center, University of Washington . . . 11
- Small Group Instructional Diagnosis . . . 11
- Advising forms . . . 11

Self-assessment
- Inventories and growth contracts . . . 12
- Videotape review . . . 12

Colleague Evaluation
- Cooperative Observation Program, Dept. of English (UW) . . . 12
- Pilot Project, Community Health Care Systems (UW) . . . 13
- Microteaching and videotape . . . 13

Committee Evaluation
- Pilot Project, Department of Psychology (UW) . . . 13

B. EVALUATIONS FOR STUDENT USE

New students . . . 13
Returning students . . . 13
Sample evaluation of Professor Daedalus . . . 13

C. EVALUATIONS FOR PERSONNEL AND ADMINISTRATIVE USE

Self-assessment . . . 14
Student Ratings
- Educational Assessment Center, University of Washington . . . 14

Colleague Evaluation
- Review of instructional materials . . . 14
- Observation of classroom teaching . . . 14
- Guidelines to ensure equity and academic freedom . . . 14

Comprehensive evaluation programs
- Teaching Portfolio, Evergreen State College . . . 15
- Department of Physiological Nursing, University of Washington 15

APPENDIX I: POLICIES AT THE UNIVERSITY OF WASHINGTON

Executive Order No. 45 . . . 16
University Handbook, II. 24: Appointment and Promotion of Faculty Members . . . 17
University Handbook, II. 25: Tenure of the Faculty . . . 21

APPENDIX II: SAMPLE ASSESSMENT FORMS AND GUIDELINES

A. STUDENT RATINGS
#1 "Instructions" for use with the Instructional Assessment System (Educational Assessment Center, University of Washington) . . . 22
#2-8 "Instructional Assessment System" (Educational Assessment Center, University of Washington) . . . 22
#9 "Catalogue of Optional Items" for use with the Instructional Assessment System . . . 26
#10 "Comment Sheet" for use with the Instructional Assessment System . . . 28
#11 "Description of Small Group Instructional Diagnosis Method of Course Evaluation" (Center for Instructional Development and Research, University of Washington) . . . 29
#12 "Annual Student Evaluation of University College Advisers" (Ohio State University) . . . 30
#13 "Academic Advising Review" (Colorado State University) 30
#14 "Advising Survey Form" (Center for Faculty Evaluation and Development in Higher Education, Kansas State University, and Howard C. Kramer and Robert E. Gardner, 1978) . . . 31
#15 "Class Evaluation Project" questionnaire (Associated Students of the University of Washington) . . . 32
#16 "Student Appraisal of Advising" Form A (Seldin, *Sucessful Faculty Evaluation Programs*, 1980). . . . 34
#17 "Student Appraisal of Advising" Form B (Seldin, 1980) . . . 34

B. SELF-ASSESSMENT
#1 "Suggested Categories and Items for Colleague or Self-Review of Videotaped Classes" (Diamond, Sharp, and Ory, 1978) . 34
#2 "Self-Diagnostic Ratings Scale" (developed by Malcom S. Knowles and students at North Carolina State University, Department of Adult and Community College Education, 1978). . . . 35
#3 "A Form for Faculty Self-Evaluation" (Larson, 1970) . . . 37
#4 "Example of a Faculty Growth Contract" (Centra, 1979) . . 37
#5 "Self-Assessment Inventory" (developed by David Irby, Division of Research in Medical Education, University of Washington, 1977) . . . 38
#6 "A Self-Appraisal Form for Faculty" (Faculty and Instructional Development Office, San Jose State University, 1976) . . . 38

#7 "Teacher Training Questionnaire" (Center for Instructional Development and Research, University of Washington) . . . 39
#8 "Faculty Activity Report" (Seldin, 1980) . . . 39
#9 "Faculty Self-Evaluation Report" A (Seldin, 1980) . . . 39
#10 "Faculty Self-Evaluation Report" B (Seldin, 1980) . . . 40
C. COLLEAGUE EVALATION
#1 "Report on Cooperative Observation Report" (Department of English, University of Washington) . . . 40
#2 "Summary Statements Regarding 'Peer Review' of Teaching" (Community Health Care Systems, University of Washington) . . . 41
#3 "Introduction to Pilot Project for Peer Review" (Community Health Care Systems, University of Washington) . . . 41
#4 "Draft: Classroom Evaluation Tool" (Community Health Care Systems, University of Washington) . . . 42
#5 "Draft: Clinical Evaluation Tool" (Community Health Care Systems, University of Washington) . . . 42
#6 "Draft: Seminar Evaluation Tool" (Community Health Care Systems, University of Washington) . . . 43
#7 "Characteristics of Constructive Feedback" (Berquist and Phillips, 1975) . . . 43
#8 "Classroom Training: Microteaching and Teaching Laboratories" (Berquist and Phillips, 1977) . . . 44
#9 Guidelines for "Colleague Evaluation of Instructional Materials" (Task Force on Teaching Evaluation, University of California, Berkeley) . . . 46
#10 "Teaching Materials, and Procedures Appraisal" (Jossey-Bass and Richard I. Miller, 1972) . . . 46
#11 "Colleague Description of Teachers, Short Form" (developed by Robert C. Wilson and Evelyn R. Dienst, Center for Research and Development in Higher Education, University of California, Berkeley) . . . 47
#12 "Classroom Visitation Appraisal" (Jossey-Bass and Richard I Miller, 1972) . . . 47
#13 "Classroom Observation Report" (Seldin, 1980) . . . 48
#14 "Suggested Categories and Items for Colleague or Self-Review of Videotaped Classes" (Diamond, Sharp, and Ory, 1978) . . . 48
#15 "Outline of Colleague Observation Guide" (Diamond, Sharp, and Ory, 1978) . . . 49
#16 Guidelines for "Colleague Observation in Classroom and Clinical Settings" (Task Force on Teaching Evaluation, University of Caifornia, Berkeley) . . . 49
#17 "Criteria for Peer Review of Teaching" (School of Medicine, University of Washington) . . . 50
#18 "Peer Observation Form for Clinical Training" (David Irby, Division of Research in Medical Education, University of Washington) . . . 51
#19 "Peer Observation Form for Classroom Teaching" (David Irby, Division of Research in Medical Education, University of Washington) . . . 51
#20 Guidelines for "Evaluation of Teaching by Teaching Assistants" (Task Force on Teaching Evaluation, University of California, Berkeley) . . . 51
#21 Recommendations of the Auburn University Project Committee . . . 52
D. COMMITTEE EVALUATION
#1 "Student Interview Form" (Pilot Project, Department of Psychology, University of Washington) . . . 53
#2 "Lecture Observation Form" (Pilot Project, Department of Psychology, University of Washington) . . . 53

APPENDIX III: DOCUMENTS FROM THE EVALUATION PROGRAM IN THE DEPARTMENT OF PHYSIOLOGY AND BIOPHYSICS, UNIVERSITY OF WASHINGTON . . . 53

PART I

RECOMMENDED PROCEDURES FOR DESIGNING AN EVALUATION PROGRAM

The questions and suggestions on the following pages will help you design an evaluation program—to define the ends you want the program to serve, to devise a plan to achieve those ends, and to identify the people and resources required to implement that plan. Though faculty may answer the questions independently, we suggest that each department form an *ad hoc* committee to propose departmental policies for evaluation. Those policies should ensure that the criteria, procedures, and responsibilities of everyone involved are clearly understood well in advance of their use. We suggest, then, that the *ad hoc* committee submit its preliminary plan to the faculty for discussion and review. The Checklist at the end of Part I might serve as an agenda for the committee's first meeting.

A. What Purposes Should Evaluation Serve In Your Department?

Faculty have been consistently vocal in supporting evaluation for improvement, and both the Faculty Code and Executive Order #45 mandate evaluation of teaching for personnel decisions. In addition to serving those two primary purposes, evaluation can provide information useful to students in selecting courses and to administrators in assigning teaching loads.

Though it may be short, your response to this section will govern your responses to the remaining five sections. For example, whereas a program designed exclusively for the improvement of teaching might be conducted rather informally and only as needed, a program designed for personnel decisions might be conducted more formally and regularly to produce and document reliable information. If carefully constructed, of course, a comprehensive program can serve several purposes simultaneously.

B. What Elements of Teaching Will You Evaluate?

In defining the scope of your program, consider its purpose and the criteria traditionally used in your department to evaluate teaching. Will you design a narrow program focused on improving in-class instruction, or will you define *teaching* more broadly to include academic advising, supervision of graduate students, and participation on committees or in workshops related to teaching? What are the important elements of teaching associated with each activity included in the program? For example, suppose you wish to focus on in-class instruction. Some teaching skills and strategies are generalizable across campus, but others might be peculiar to the subject matter or to the various kinds of courses taught in your department. You might ask faculty members to choose certain aspects of their teaching for examination, or, if you need to document effective in-class teaching for personnel decisions, you might consider the elements contained in Section 24-32 of the Faculty Code (see Appendix I) or elements consistently rated important by students, faculty, and administrators.

Wotruba and Wright (1975) analyzed twenty-one studies on the attributes of effective in-class teaching to compile the following profile of an effective instructor:

- has good communication skills and can interpret abstract ideas and theories clearly
- displays favorable attitudes toward students
- has a thorough knowledge of the subject
- is well prepared and organized
- shows enthusiasm for the subject
- demonstrates fairness in grading and tests
- is flexible and willing to experiment
- encourages students to think for themselves
- has good lecture skills and speaking ability

Is that profile adequate for your purposes? Do you need to expand or particularlize it? Will it help faculty in your department improve their teaching? If you are conducting evaluations for personnel decisions, are those the elements you will examine to support a recommendation for merit pay, tenure, or promotion?

Consider your response to this section carefully, for the description of "elements to be evaluated" should be appropriate to your purpose yet flexible enough to accommodate personal styles.

C. Who Will Provide Revelant Information?

What sources of information are appropriate to the elements of teaching you have selected for evaluation? For instance, if "knowledge of current research" is an important element of teaching, then who is best able to provide relevant information: undergraduate students? graduate students? colleagues? chairperson or dean? The Faculty Code mentions "qualified student opinion, the informed judgment of colleagues, and, where possible, measures of student performance" as possible sources of information (24-32C). Depending upon your purpose, all three sources might not be equally useful; therefore, you might need to specify which sources are appropriate to which elements and whether other sources (e.g., alumni) might also provide useful information.

D. How Will The Information Be Collected, Analyzed, And Used?

Who will collect and analyze the information? The Faculty Senate recommended some years ago that "each department . . . establish . . . a standing committee of faculty and students on the evaluation and improvement of teaching" (*Senate Report*, January 19, 1970). If you select this option, what specific charge will give the committee? Will you charge it with collecting information for improvement purposes, or will you give it a voice in personnel decisions? Consider the following range of options for the committee:

gather and transmit information directly to the instructor for personal improvement or to a separate merit, promotion, and tenure committee for consideration in personnel decisions;

or

collect information and write either a formative evaluation for the instructor's own benefit or a summative evaluation for consideration by a merit, promotion, and tenure committee;

or

collect information, write a formative evaluation, and work directly with the instructor to improve his or her teaching, or send a summative evaluation and a recommendation directly to the chair or dean for consideration in personnel decisions.

Who will serve on the committee? Will it include junior as well as senior faculty? Undergraduate as well as graduate students? How many of each? How will they be chosen? How long will they serve? How will service on such a committee be rewarded or recognized?

To what information will the committee have access? For instance, if "knowledge of current research" is an important element of teaching in your discipline, and "the informed judgment of colleagues" an appropriate source of information, how will colleagues acquire an informed judgment? Will they examine course syllabi, reading lists, and assignments? Will they review a videotape of one, two, or more classes? Will they observe one or two lectures? Interview graduate students under the faculty member's supervision? Study student ratings for the last year? Read student papers and examinations? You might also mention what information the committee should not use; for instance, informal conversations might be useful for improvement but not for tenure decisions.

How will the information be used? If the committee writes a formative evaluation focused on the improvement of teaching, will it also help the faculty member act upon its suggestions? If the committee writes a summative evaluation to be considered in personnel decisions, how much weight will the evaluation actually carry? Will faculty members have an opportunity to respond to the evaluation? How will you protect their right to privacy?

Answering those and related questions will take time and patience. Part III offers several examples of how departments at the University of Washington have solved those problems while still preserving academic freedom.

E. What Provisions Will You Make For The Improvement Of Teaching?

Identifying "sources of information" appropriate to important elements of teaching encourages reliable evaluations. Similarly, identifying "resources for improvement" encourages responsible evaluations and assures faculty that departments are committed to the improvement of teaching. Such a commitment might be particularly important, however, even when evaluations are conducted for personnel decisions. For instance, you might want to stipulate that faculty receiving negative evaluations be offered adequate opportunity and resources before any final decision is made regarding tenure or promotion.

The C. E. I. T. can assist you in identifying appropriate resources and instructional support services.

F. How Will Your Guidelines Be Distributed to the Faculty?

Once your *ad hoc* committee's responses to the five questions above have been written out, discussed with the faculty in your department, and revised if necessary, plan to distribute the guidelines in some final form—as a separate booklet on the evaluation and improvement of teaching, for instance, or as an addition to your department's policies on merit, promotion, and tenure. In any case, all information regarding your department's program should be readily accessible, from procedures and criteria down to schedules and committee assignments.

CHECKLIST OF RECOMMENDED PROCEDURES FOR EVALUATING AND IMPROVING TEACHING

The checklist and charts on the following pages serve as a concise summary of Part I and as a working document to assist you in developing a program in your department. Since the checklist is an example for general use, you may want to modify it to fit your particular needs.

A. What Purposes Should Evaluation Serve In Your Department?

( ) improvement
( ) merit, promotion, and tenure decisions
( ) administrative use (course assignments, teaching loads, etc.)
( ) student use
( ) other:

Comments:

B. What Elements Of Teaching Will You Evaluate?

Activity — *Elements or Criteria*

( ) in-class performance:

( ) academic advising:

( ) supervision of graduate students:

( ) research or publications on teaching, innovations in teaching, or participation in workshops or seminars on teaching:

( ) other:

Comments:

C. Who Will Provide Relevant Information?

	SOURCES OF INFORMATION					
ELEMENTS OF TEACHING	Undergraduate students	Graduate students	Self-assessment	Colleague	Chair or dean	Other
in-class performance	student ratings?	interview?	discussion with chair or colleague?	video-tape?	obser-vation?	
academic advising						
supervision of graduate students						
research and innovations in teaching						
other						

See Table III, Part II for an expanded version of this chart.

D. How Will The Information Be Collected, Analyzed, and Used?

You may wish to use copies of this form for each of the elements and sources identified on the chart under C (page 6).

Information will be collected through:

( ) student ratings from the Educational Assessment Center
( ) student interviews
( ) colleague review of course materials
( ) videotape review of classroom teaching
( ) colleague observation of classroom teaching
( ) chair or dean observation of classroom teaching
( ) self-assessment
( ) other:

Information will be analyzed by:

( ) faculty member
( ) colleague or consultant
( ) chairperson
( ) committee on the evaluation and improvement of teaching in our department
( ) tenure and promotion committee
( ) other:

Comments:

SUGGESTED USES OF INFORMATION

	IF EVALUATIONS ARE CONDUCTED FOR:		
SEND:	Improvement	Student use	Administrative use
self-assessments to	colleague or consultant (with a plan for improvement) for review		
alumni assessments to	faculty member		chair for administrative use
student ratings to	faculty member	students in form of summary	faculty member for review and comment; committee conducting evaluation; chair
student interviews to	faculty member		faculty member in form of summary for review and comment; to committee conducting evaluation for review
colleague assessments to	faculty member (with recommendations for imp't) for discussion		committee conducting evaluation, or to chair if no committee exists
committee reports to	faculty member (with suggestions for improvement) for discussion		faculty member for review and comment; chair for review and comment; dean for review
chair assessments to	faculty member (with suggestions for improvement) for discussion		faculty member for review and comment; dean for review
other:			

E. What Provisions Have You Made For The Improvement Of Teaching?

( ) informal assistance available from colleagues
( ) assistance from department chairperson
( ) assistance from department committee on teaching
( ) assistance from campus consultants and support services
( ) other:

Comments:

F. How Will Your Guidelines Be Distributed To The Faculty?

( ) new booklet on the evaluation and improvement of teaching
( ) revision of department's policies on promotion and tenure
( ) other:

Comments:

PART II

SURVEY OF RECENT RESEARCH ON THE EVALUATION AND IMPROVEMENT OF TEACHING

The premise supporting any faculty evaluation program is that evaluation can contribute substantially to the improvement of teaching and to sound decisions on merit pay, promotion, and tenure. Part II of this guide surveys research relevant to the six components of an evaluation program discussed in Part I. Since the literature is voluminous, this compressed survey emphasizes studies published since 1970. Studies are referred to in the text by author and date; for complete citations, please consult the bibliography at the end of Part II.

A. What Purposes Can Evaluation Serve?

Evaluation for improvement

Most of the research on the relationship between evaluation and improvement is based upon student ratings of in-class teaching. There is little evidence to suggest that use of student ratings automatically improves teaching, but researchers such as Gage (1972), Pambookian (1972), and McKeachie (1975) have consistently reported positive correlations between student ratings and improvement when two conditions are met: the instructor is (1) motivated to change and (2) offered appropriate resources or guidance. Low ratings do not necessarily motivate change, though McKeachie noted that ratings substantially different from an instructor's self-assessment may provide sufficient motivation to change. Seldin (1980) concurred and noted that improvement cannot occur spontaneously; that is, an instructor must have the means as well as the desire to change.

Because research on the relationship between colleague or administrator evaluation and the improvement of teaching is limited, it is difficult to offer generalizations. However, the model programs described in Part III and the few published case histories suggest that colleagues are uniquely qualified to evaluate certain aspects of teaching (e.g., appropriateness of examinations, currency of reading lists) and that faculty find colleague evaluations useful. Irby (1976), for instance, reported that faculty response to colleague evaluations of lectures was "enthusiastic and highly positive," enough so to produce changes in their lectures.

"Microteaching" is one form of colleague evaluation designed exclusively for the improvement of teaching. Participants videotape five-minute lectures and receive immediate reinforcement and suggestions for improvement from colleagues or consultants. (See Part III for a full description of microteaching.) Levinson and Menges (1979) reviewed the extensive literature on microteaching and found that it offers a highly effective method of improving performance.

Cohen's review (1981) of research on student ratings confirmed the opinions of Erickson and Erickson (1979), Overall and Marsh (1979), and McKeachie *et al.* (1980) that a human intermediary can help faculty use student ratings more effectively. Cohen divided research into two groups and was thus able to document the following pattern: instructors receiving raw data from evaluations made measurable but minimal improvement, whereas those receiving evaluations through an intermediary (a colleague or consultant) improved dramatically. Cohen's study might help to explain the success of microteaching and the enthusiasm reported by Irby, and thus has important implications for two other sections in this guide, "procedures for collecting, analyzing, and using information" and "provision for the improvement of teaching."

Evaluation for personnel decisions

Numerous studies confirm that systematic evaluation can produce reliable and valid information for use in making personnel decisions. Because student ratings are among the oldest and most widely used measures of teaching effectiveness, they have been examined rigorously. Research demonstrates that students offer reliable and valid assessments when asked appropriate questions. Wilbert J. McKeachie, in a follow-up article to a study of student ratings commissioned by the American Association of University Professors, summarized as follows:

. . . when using student ratings to evaluate teaching, we should remember that students cannot judge all aspects of teaching effective-

ness equally well. Student ratings are highly valid as indices of achievement of attitudinal and motivational goals of education. They are reasonably valid as indices of achievement of cognitive goals. Judgments of the appropriateness of content, goals, and level of achievement are probably more competently made by peers. (*Academe: Bulletin of the AAUP*, 62 [1979], 390)

If student ratings are to be considered in personnel decisions, it is particularly important that ratings be collected from several classes over an extended period of time. In their study of the student ratings program at the University of Washington, Gillmore, Kane, and Naccarato (1977) concluded that "data should be collected from as many courses as possible, and a decision based on the average of less than five courses is probably questionable." To ensure reliability, then, one might collect student ratings from all of an instructor's classes for an entire academic year. Finally, both Rich (1976) and Marsh and Kesler (1979) reported that faculty accept student ratings, when properly collected and used responsibly, as a legitimate source of information for decisions on merit pay, promotion, and tenure.

Research on peer evaluation of teaching reveals a high correlation between colleague and student ratings. Murray (1972) reported a correlation of .87 for thirty-two teachers rated by students and eight colleagues—but also noted that student ratings were probably known to each of the eight colleagues. Indeed, Seldin's survey (1980) of 680 liberal arts colleges suggests that both colleagues and chairpersons rely heavily upon student ratings in forming their own opinions. Centra (1975) avoided this problem by conducting a study at a small school in its first year of operation, before instructors had established teaching reputations. Centra found that colleagues tended to be more generous than students in their evaluations and concluded that colleague "ratings based *primarily* on classroom observation would not be sufficiently reliable to use in making tenure, promotion, and salary decisions—or would require investing more time in visitations or in training sessions."

B. What Elements of Teaching Should Be Evaluated?

Although some faculty claim that *good teaching* cannot be defined, research confirms a high degree of inter-rater reliability among student, chairperson, and colleague conceptions of the important elements of teaching. The relative importance of particular elements may vary with the discipline and the type of class (large lecture, small seminar, etc.), but the following table from Perry (1969) illustrates that certain elements are consistently ranked in the top ten by students and faculty alike (see Table I).

Table 1
Elements of Effective Teaching

	Students	*Alumni*	*Faculty*	*All*
Being well prepared for class	1	1	1	1
Establishing sincere interest in subject being taught	2	2	6	2
Demonstrating comprehensive knowledge of his subject	4	6	2	3
Using teaching methods which enable students to achieve objectives of the course	5	3	10	4
Constructing tests which search for understanding on part of students rather than rote memory ability	7	4	8	5
Being fair and reasonable to students in evaluation procedures	3	9	5	6
Communicating effectively at levels appropriate to the preparedness of students	6	7	8	7
Encouraging intelligent independent thought by students	11	5	3	8
Organizing the course in logical fashion	8	10	11	9
Motivating students to do their best	12	8	4	10
Treating students with respect	10	11	9	11
Acknowledging all questions to the best of his ability	9	14	12	12

More recently, Irby (1978) factor analyzed sixteen studies on the attributes of teaching effectiveness and found the results clustered around four central qualities: organization and clarity; enthusiasm; knowledge; and group instructional skills. His findings and the studies consulted appear in the following table:

Table II
Apparent similarities of dimensions found in 16 factor analyses of instructor ratings

Dimensions	Organization Clarity	Enthusiasm Stimulation	Instructor Knowledge	Group Instructional Skill
Studies				
Isaacson et al. (1964)	Structure	Skill		Rapport
Solomon, Rosenberg, and Bezdik (1964)	Clarity, expressiveness vs. obscurity, vagueness	Energy vs. lethargy		Lecturing vs. encouragement of student participation
Solomon (1966)	Precision organization vs. informality, obscurity; Difficulty of presentation vs. clarity	Energy, facility of communication vs. lethargy, vagueness	Control, factual emphasis vs. permissiveness	Warmth, approval vs. coldness; Lecturing vs. encouragement of broad, expressive student participation
Deshpande, Webb, and Marks (1970)	Cognitive merit	Stimulation		Affective merit
Turner (1970)	Penetrating, clear, focused	Exciting, humorous, stimulating	Prepared, probing, demanding	Approachable, warm, cheerful
Hildebrand, Wilson, and Dienst (1971)	Organization clarity	Dynamism enthusiasm	Analytic synthetic approach	Instructor group interaction
Frey (1973)	Organization clarity	Teacher's presentation		Teacher accessibility
McKeachie and Lin (1973)	Structure	Skill		Group Interaction
Blazek (1974)	Instructor clarity	Instructor knowledge enthusiasm	Instructor knowledge enthusiasm	Instructor openness
Pohlmann (1975)	Organized in presenting material	Increases student's appreciation of the subject matter		
Rugg and Norris (1975)	Structure and Guidance	Stimulating teaching	Subject matter expertise; Research methods expertise	Interpersonal rapport, respect for students

Source: Adapated from Irby (1978)

C. What Are The Appropriate Sources Of Information?

Although research on this question is sparse, the validity and reliability studies cited earlier clearly indicate that colleagues and students are uniquely qualified to assess certain aspects of instruction. Furthermore, experience suggests that introductory students are less qualified than advanced students or colleagues to judge whether, for instance, an instructor's lectures demonstrate an awareness of current research. After reviewing the literature on faculty evaluation, Seldin (1980) offered the following guidelines for identifying appropriate sources of information:

> Each source of information, student, colleague, administrator, self-assessment, offers important but limited insights. No single source is enough for tenure, promotion, retention decisions. Combining the sources is to produce a three-dimensional professor, not a cardboard figure.
>
> What information can be expected from each source?
>
> From students: an appraisal of classroom teaching skills and the structure of the course (materials, exams, papers), work load, course difficulty level, professor-class interaction, professor-individual student interaction, student advising, organization, displayed interest in teaching, clarity of presentation, dynamism, enthusiasm.
>
> From faculty peers: an appraisal of the appropriateness of course and instructional objectives, a review of teaching materials (assignments, hand-outs, tests, papers, projects, textbooks), mastery and

currency of subject matter, research activity and professional recognition, participation in the academic community, student relations, displayed concern for teaching, research, service.

From administrators: an appraisal of course load and other responsibilities, course enrollment factors, service to the institution and community, long-range evaluation and discernible improvement patterns, marketability of the course and department.

From the professor: a self-appraisal of teaching and other responsibilities, representative illustrative material, evidence of accomplishments, course and instructional objectives, student advising, committee memberships, service to the institution and community. And Gillmore (1978) offered the following table as a way of identifying sources of information appropriate to particular teaching activities (see Table III).

Although student learning is one important measure of teaching effectiveness, the number of variables influencing learning makes it extremely difficult to establish and document the exact relationship between the two. Several studies document high correlations between indirect measures of effectiveness (high student ratings, for example) and learning (achievement of motivational and cognitive goals, performance in subsequent courses, etc.), but direct measures of learning (e.g., achievement tests) are not sufficiently refined to be valid for personnel decisions. Seldin (1980) noted that "the literature on the measurement of student learning, whether for teaching improvement or for faculty comparison with an eye to personnel decisions, can be charitably described as meager and inconclusive." He therefore recommended that information about student learning be used strictly for improvement. Cohen's meta-analysis (1981) of forty-one studies, however, compared ratings and test scores in sixty-two multi-section classes with different teachers and common examinations. He found the average correlation of student achievement with overall instructor and overall course rating to be .43 and .47, respectively. Cohen concluded that the analysis provided "strong support for the validity of student ratings as measures of teaching effectiveness."

D. How Should The Information Be Collected, Analyzed, And Used?

Successful evaluation programs reflect the needs and climates of the particular departments and universities which use them, and there is little research to suggest that one method of collecting or ana-

Table III
Suggested Teaching Components, Sources of Information, and Procedures for Gaining Information about Teaching Effectiveness

	SOURCES OF INFORMATION								
TEACHING COMPONENT	Assessment by Students: Current	Assessment by Students: Retrospective	Measurements of Student Achievement: Current	Measurements of Student Achievement: Retrospective	Assess. by Colleagues	Assess. by Admin.	Assessment by Outside Expert: Within Discipline	Assessment by Outside Expert: Within Teaching	Self-Assessment
Student Achievement	End-of-course Student ratings, including appropriate questions; interviews with students	Graduate Questionnaire Alumni Questionnaire	Before and after course tests; examination of tests and student scores; superior papers	End of senior year test; grad record examination; job placement; occupational success	Ratings of student knowledge in subsequent classes; examination of test result papers		Examination of students by outside group		Setting goals for the class and assessing extent to which goals are met
Course content, currentness, quality; congruence with course goals; contribution to dept.'s general educational goals	"	"	Content analysis of evaluational materials for coverage		Examination of course materials; examination of ASUW lecture notes	Evaluation of course content vis a vis dept, college, and university goals	Examination of course materials by persons at other institutions		Natural part of course preparation
Classroom activity; level of preparation; ability to stimulate; clarity of presentation	"	"			Classroom visitation with standardized rating scale; examination of videotaped presentations, colloquia			Classroom visitation by outside expert in teaching; examination of videotapes	Examination of videotapes of classroom presentation
Clinical teaching	"	"	Observation of student clinical skills; tests of clinical ability		Direct observation of clinical teaching. Ratings of students' abilities subsequent to clinical course		Direct observation of clinical teaching; testing of student skills	Direct observation of clinical teaching	Setting goals for student performance and assessing extent to which these are met
Out-of-class teaching, availability to students, quality of interation, graduate research supervision, advising	End-of-course student ratings including appropriate questions; interviews with students	Graduate Questionnaire Alumni Questionnaire	Quality of theses and dissertations	Quality of graduate or professional job placement					
Professional activities; workshops, conventions, development of materials, papers on teaching					Expert judgements of professional activities and papers		Expert judgment of quality of professional activities and papers	Expert judgment of quality of professional activities and papers	Listing of activities and what was gained from each
Innovativeness					Expert judgment of quality of innovations made		Expert judgment of quality of the innovations made	Expert judgment of quality of innovations made	Description of what individual considers to be innovations

lyzing information is better than another. For instance, the student ratings programs at the Universities of Washington, Illinois, and Michigan were designed to serve different needs, but all three produce reliable results. This diversity of reliable instruments suggests that procedures and faculty cooperation are more important than assessment forms to the success of an evaluation program. Seldin's survey (1980) of 680 private and liberal arts colleges indicates that procedures for collecting and analyzing information are becoming more formal and multi-dimensional: "Chairman and dean evaluations, while still very important, are losing ground to formal faculty committees, self-evaluation, and colleagues' opinions. And systematic student ratings, for perhaps the first time, are now an integral part in personnel decisions at a majority of liberal arts colleges."

E. Should An Evaluation Program Also Provide For Improvement?

Studies documenting faculty enthusiasm for evaluation are rare. However, the positive response to peer evaluation reported by Irby (1976) and Cohen's study (1981) documenting the effectiveness of using an intermediary to interpret evaluations strongly suggest that evaluation will be most successful if tied directly to the improvement of teaching. Eighty per cent of faculty responding to a University of California task force survey thought that discussing the results of student ratings with consultants would be useful. (See Part III for a discussion of the task force's recommendations.) In one of the few studies on student attitudes toward the use of student ratings, Costin, Greenough, and Menges (1971) found that only fourteen per cent of the 404 students responding thought ratings would affect a faculty member's departmental status; forty-five per cent, however, thought ratings would affect a teacher's future performance. It seems likely, then, that both students and faculty will be more willing to cooperate in evaluations if the program is designed to help faculty improve their teaching.

F. Should Written Guidelines Be Distributed To The Faculty?

As evaluation programs become more comprehensive, faculty have tried to establish written procedures to ensure fair and useful assessments. However, since extensive guidelines governing faculty evaluation are relatively recent innovations at most universities, very little research has been conducted on their acceptance or use. Without such research, one must rely on common sense to encourage faculty cooperation. Though Beaird (1975) designed these general directions to facilitate formal peer review, they also clarify the practical questions faculty will have about most forms of evaluation:

1. The charge to the committee must be explicit. This charge should include a statement of their responsibilities, necessary preparation, reporting instructions, and the timeline within which they must function.
2. The committee should initially review the charge and seek any clarification needed.
3. If not specifically provided, the committee must establish and make clear the rules of evidence under which it will operate. These rules should attend to criteria, their differential importance, and procedures to follow if additional evidence is required.
4. The committee must establish a decision-making process and periodically check to see that it is being followed.
5. Finally, avenues of appeal and/or rebuttal should be clarified.

SELECTED BIBLIOGRAPHY

Beaird, James H. "Colleague Appraisal of Faculty Performance." In *Professional Assessment in Higher Education: A Source Book of Papers Related to the Evaluation of Teaching*, ed. by Craig S. Scott and Gaylord L. Thorne. Monmouth, Oregon: Teaching Research Division of the Oregon State System of Higher Education, 1975.

Berquist, W. H. and S. R. Phillips. *A Handbook for Faculty Development*. Washington, D.C.: Council for the Advancement of Small Colleges, Vol. 1, 1975; Vol. 2, 1977.

Braunstein, Daniel N. and George J. Benston. "Student and Department Chairman Views of the Performance of University Professors." *Journal of Applied Psychology*, 58 (1973), 244-249.

Centra, John A. "Colleagues as Raters of Classroom Instruction." *Journal of Higher Education*, 46 (1975), 327-337.

———. *Determining Faculty Effectiveness: Assessing Teaching, Research, and Service for Personnel Decisions and Improvement*. San Francisco and London: Jossey-Bass, 1979.

Cohen, Peter A. "Using Student Ratings to Improve Instruction: A Synthesis of Research Findings." Paper presented at Annual Meeting of the American Educational Research Association, Los Angeles, April 1981.

———. "Student Ratings of Instruction and Student Achievement: A Meta-analysis of Multisection Validity Studies." *Review of Educational Research*, 51 (Fall 1981), 281-309.

Costin, F., W. T. Greenough, and R. J. Menges. "Student Ratings of College Teaching: Reliability, Validity, and Usefulness." *Review of Educational Research*, 41 (1971), 511-535.

Diamond, N., G. Sharp, and J. C. Ory. *Improving Your Lecturing*. Urbana: Office of Instructional Resources, University of Illinois, 1978.

Eble, Kenneth E. *Professors as Teachers*. San Francisco: Jossey-Bass, 1972.

Gage, N. L. "Students' Ratings of College Teaching: Their Justification and Proper Use." *Second OCSB Conference on Effective Teaching*, ed. by N. S. Glasman and B. R. Killait, 1974.

Erickson, Glenn R. and B. L. Erickson. "Improving College Teaching: An Evaluation of a Teaching Consultation Procedure." *Journal of Higher Education*, 50 (1979), 670-683.

Gillmore, Gerald M. "Current Procedures and Techniques for the Evaluation of Teaching: A Survey of University of Washington Academic Units." Seattle: Educational Assessment Center, University of Washington, 1976.

Gillmore, Gerald and Albert Gordon, eds. "Proceedings" from the University of Washington Lake Wilderness Conference on Teaching Evaluation. Seattle: Educational Assessment Center, University of Washington, 1978.

Gillmore, Gerald, Michael T. Kane, and Richard W. Naccarato. "The Teacher and the Course as Units of Analysis in the Generalizability of Student Ratings of Instruction." Seattle, Educational Assessment Center, University of Washington, 1977.

Irby, David, J. DeMers, M. Scher, and D. Matthews. "A Model for the Improvement of Medical Faculty Lecturing." *Journal of Medical Education*, 51 (1976), 403-409.

Irby, David. "Clinical Faculty Development." In *Clinical Education for the Allied Health Professions*, ed. by C. Ferd. St. Louis: J. V. Mosky Co., 1978.

Larson, R. L. *The Evaluation of Teaching College English*. New York: Modern Language Association of America and ERIC Clearing House on the Teaching of English in Higher Education, 1970.

Levinson, Judith L. and Robert J. Menges. "Improving College Teaching: A Critical Review of Research." Evanston, Illinois: The Center for the Teaching Professions, Northwestern University, 1979.

Marsh, Herbert W., Howard Fleiner, and Christopher S. Thomas. "Validity and Usefulness of Student Evaluations of Instructional Quality." *Journal of Educational Psychology*, 67 (1975), 833-839.

Marsh, Herbert W., J. U. Overall, and Steven P. Kesler. "Validity of Student Evaluations of Instructional Effectiveness: A Comparison of Faculty Self-Evaluations and Evaluations by Their Students." *Journal of Educational Psychology*, 71 (1979), 149-160.

McKeachie, Wilbert J. and Y. G. Lin. *Study I: Using Student Ratings to Improve Teaching*. Ann Arbor, Michigan: University of Michigan, 1975. (ERIC No. ED 104 284)

———. "Multiple Discriminant Analysis of Student Ratings of College Teachers." *Journal of Educational Research*, 68 (April 1975), 300-305.

McKeachie, Wilbert J., Y. Lin, and W. Mann. "Student Ratings of Teacher Effectiveness: Validity Studies." *American Educational Research Journal*, 8 (1971), 435-445.

Miller, Martin T. "Instructor Attitudes Toward, and Their Use of, Student Ratings of Teachers." *Journal of Educational Psychology*, 62 (1971), 235-239.

Miller, Richard I. *Evaluating Faculty Performance*. San Francisco and London: Jossey-Bass, 1972.

Murray, H. G. "The Validity of Student Ratings of Teaching Ability." Paper presented at the Canadian Psychological Meeting, Montreal, 1972.

———. *A Guide to Teaching Evaluation*. Toronto, Canada: Ontario Confederation of University Faculty Associations, 1973.

Overall, J. U. and Herbert W. Marsh. "Midterm Feedback from Students: Its Relationship to Instructional Improvement and Students' Cognitive and Affective Outcomes." *Journal of Educational Psychology*, 71 (1979), 856-865.

Pambookian, Hagop S. *The Effect of Feedback from Students to College Instructors on Their Teaching Behavior*. Unpub. doctoral dissertation, University of Michigan, 1972.

———. "Initial Level of Student Evaluation of Instruction as a Source of Influence on Instructor Change after Feedback." *Journal of Educational Psychology*, 66 (1974), 52-56.
Perry, R. R. *Criteria of Effective Teaching in an Institution of Higher Education*. Toledo, Ohio: Office of Institutional Research, University of Toledo, 1969.
Report of the Task Force on Teaching Evaluation. Berkeley: University of California, Berkeley, 1980.
Rich, Harvey E. "Attitudes of College and University Faculty toward the Use of Student Evaluations." *Educational Research Quarterly*, 1 (Fall 1976), 17-28.
Seldin, Peter. *Successful Faculty Evaluation Programs: A Practical Guide to Improve Faculty Performance AND Promotion Tenure Decisions*. Crugers, New York: Coventry Press, 1980.
Sullivan, Arthur M. and Graham R. Skanes. "Validity of Student Evaluation of Teaching and the Characteristics of Successful Instructors." *Journal of Educational Psychology*, 66 (1974), 584-590.
Wotruba, Thomas R. and P. L. Wright. "How to Develop a Teacher-Rating Instrument: A Research Approach." *Journal of Higher Education*, 46 (1975), 653-663.
Wilson, Robert C., E. Dienst, and N. Watson. "Characteristics of Effective College Teachers as Perceived by Their Colleagues." *Journal of Educational Measurement*, 10 (Spring 1973), 31-38.

PART III

ASSESSMENT FORMS AND GUIDELINES FOR THE EVALUATION AND IMPROVEMENT OF TEACHING

The forms and guidelines discussed in Part III illustrate how the recommendations and research in Parts I and II might look when put into practice. Some of these forms and guidelines have been used for many years at the University of Washington and similar schools, while others are still being pilot-tested. For departments just starting or revising their evaluation programs, the rough drafts of pilot projects might be just as useful as the refined forms used in established programs.

Because assessment forms and guidelines are complex documents, implying not only elements to be evaluated but also sources of information and procedures for collecting, analyzing, and using information, Part III does not follow the organization of Parts I and II. Instead, it is organized according to the three primary purposes of evaluation: to help instructors improve their teaching, to help students select courses, and to help faculty and administrators make personnel decisions. Relevant questions about sources of information and procedures are discussed under each section.

The assessment forms themselves are gathered into Appendix II under the headings Student Ratings, Self-Assessment, Colleague Evaluation, and Committee Evaluation. Whenever possible, we have provided several examples to illustrate the range of available options. For instance, under Colleague Evaluation are over a dozen forms, all based on similar criteria but each a little different in approach. Some emphasize personal characteristics, others knowledge and organization; some ask for quantitative responses, others for written comments; and some look promising as a means of improving teaching, others as a way of gathering colleagues' opinions for administrative decisions. In each section we hope you find something which suggests ways of evaluating and improving teaching in your discipline, but we do not suggest that you adopt any of the forms outright. Since each was developed to meet a specific need, you will probably want to modify the forms and their implied criteria to fit your particular purpose and circumstances.

Because it might be useful to see what a program looks like in its entirety, we have included in Appendix III relevant documents from the extensive evaluation program used in the Department of Physiology and Biophysics at the University of Washington to evaluate all faculty on a regular cycle. The generally favorable response of the faculty and the encouraging results of the program make this program one possible model; in fact, two pilot projects undertaken in the Departments of Architecture and Psychology during the 1980-81 academic year were inspired by the P-Bio program.

Finally, the two tables below offer a broad perspective on the subject of evaluation and might enable you to measure your proposed program against current practice. The first table is from Seldin's survey (1980) of 680 private and public liberal arts colleges and illustrates the national standard regarding sources of information used to evaluate teaching.

Table IV
Sources of Information Used to Evaluate Teaching: National Practice

Sources of Information	Private Colleges (N = 567)		Public Colleges (N = 103)		Total* (N = 680)	
	Mean	Rank	Mean	Rank	Mean	Rank
Systematic student ratings	1.66	3	1.50	3	1.64	3
Informal student opinions	2.26	7	2.64	10	2.31	7
Classroom visits	2.76	10	2.17	7	2.67	10
Colleagues' opinions	1.73	4	1.69	4	1.73	4
Scholarly research and publication	2.36	8	2.21	8	2.34	8
Student examination performance	3.04	13	3.32	12	3.08	13
Chairman evaluation	1.27	1	1.20	1	1.27	1
Dean evaluation	1.30	2	1.40	2	1.32	2
Course syllabi and examinations	2.40	9	2.52	9	2.41	9
Long term follow-up students	3.15	15	3.28	11	3.16	15
Enrollment in elective courses	2.98	11	3.34	13	3.04	11
Alumni opinions	2.99	12	3.39	15	3.06	12
Committee evaluation	2.08	6	1.90	5	2.06	3
Grade distributions	3.07	14	3.35	14	3.12	14
Self-evaluation or report	2.07	5	2.08	6	2.08	6
Total mean	2.34		2.40		2.35	

*includes 10 colleges not specified as private or public

The second is from a survey of UW departments conducted in 1976 by the Educational Assessment Center and illustrates the local standard.

Table V
Sources of Information Used to Evaluate Teaching at the University of Washington

	Always (5)	Often (4)	Sometimes (3)	Seldom (2)	Never (1)	No response	Mean
1. Student ratings of undergrad courses	45	12	4	0	2	2	4.59
2. Student ratings of graduate courses	31	21	7	3	3	3	4.14
3. Colleague eval of course content	15	16	21	9	3	2	3.50
4. Colleague ratings based on classroom visitation	4	8	18	19	14	2	2.51
5. Informal evaluation by colleagues	21	25	16	4	1	2	3.91
6. T.A. ratings of Instructors	6	12	11	8	21	6	2.55
7. Evidence of student learning	16	14	17	11	4	4	3.48
8. Innovations in teaching	10	27	17	6	2	3	3.62
9. Extensiveness (e.g., number of courses or students taught)	10	15	12	15	9	7	3.02
10. Professional activities related to teaching (conferences, workshops)	16	12	18	7	7	6	3.40
11. Development of teaching materials	17	18	22	3	3	4	3.70
12. Evidence of improvement in teaching	21	20	19	2	0	4	3.98

A. Evaluations For The Improvement Of Teaching

Student Ratings

As Table V suggests, the evaluation of teaching in most departments at the University of Washington consists of end-of-the-quarter student ratings, usually from the Educational Assessment Center. The EAC offers seven different assessment forms (page 22, Appendix II, Student Ratings, #1-8) to fit different teaching situations—from large lectures to small seminars and quiz sections—and each form has three features particularly relevant to the improvement of teaching. First, each contains eleven questions specifically designed "to provide diagnostic feedback to the instructor." The items vary from one form to the next, allowing instructors to select the form which best suits their needs. Second, each form contains space for up to eight additional items of an instructor's own choosing. Staff at the EAC are available to help with the design of optional items, or instructors may select ready-made items from a catalogue of nearly 300 questions covering everything from test construction to student rapport during of-

fice hours (page 26, Appendix II, Student Ratings, #9). The EAC will score the optional items along with the rest and return the results directly to the instructor and, if the instructor so requests, forward copies to the department chairperson and other designated parties. Finally, each form is accompanied by a "comment sheet" (Student Ratings, #10) soliciting written comments about an instructor's strengths and weaknesses; the comment sheets are confidential and are returned directly to instructors after grades have been turned in. These three features—the eleven diagnostic items, the eight optional items, and the comment sheets—make the student ratings system flexible and quite useful for improving teaching.

Although end-of-the-quarter student ratings provide reliable information, the system often frustrates instructors who teach entirely different courses each quarter. An evaluation of autumn quarter's lecture class of 500 students might help an instructor decide whether the course was a success or a failure but might not help the instructor teach winter quarter's seminar of thirty students. Furthermore, many students have become jaded toward quarterly ratings because they seldom see the benefits of their suggestions. An alternative to end-of-the-quarter ratings is to ask for student opinion during the quarter by using the Small Group Instructional Diagnosis method of course evaluation. The instructor usually leaves the room while a colleague or consultant conducts the SGID session during the last twenty minutes of class. Later, the consultant meets privately with the instructor to discuss students' suggestions for improving the course. The program is described in more detail in Appendix II (see page 29, Student Ratings #11), and additional information is available through the Center for Instructional Development and Research (formerly the Biology Learning Resource Center) at 543-6591.

Instructors who have substantial responsibilities as academic advisers might be interested in the special forms developed to evaluate this important activity. Some are relatively short and perhaps more useful for personnel decisions, though Ohio State University and Colorado State University have developed lengthy diagnostic forms (page 30, Student Ratings #12 and 13) which should be useful for improving performance. Finally, the Center for Faculty Evaluation and Development in Higher Education has designed an exhaustive assessment form which might serve both purposes (see page 31, Student Ratings #14), particularly for those with heavy advising loads. Any of these forms might be adapted for an instructor's own use, or selected items might be included among the optional items on the standard EAC student ratings forms.

Self-Assessment

Self-assessment can be useful for improving teaching, if it is not confused with a masochistic confession of one's faults and failures. Discovering the reasons behind a poor lecture and identifying the strengths one can draw upon to improve the next lecture requires a candid but rational approach. The forms developed for videotape review (page 34, Self-Assessment, #1) enable faculty to dissect a single lecture, perfect specific techniques, or develop a personal style. A diagnostic rating scale (page 35, Self-Assessment, #2) might help instructors prepare a lecture or an entire course, while a checklist of specific objectives (page 37, Self-Assessment, #3) might help faculty monitor their progress during the quarter. Filling out the same evaluation form given to students at the end of the quarter can often be a revealing experiment, especially for instructors concerned about actual and perceived behavior and attitudes.

One result of a self-assessment might be an inventory or a faculty growth contract listing strengths and weaknesses as well as plans for improvement (page 37, Self-Assessment, #4 and 5). The plans might be entirely private, or they might require the services of a colleague. Schools with well developed instructional support programs enable faculty to request such assistance from colleagues and consultants (page 38, Self-Assessment, #6). Plans for a similar referral service at the University of Washington have been developed by the Center for Instructional Development and Research (543-5691), which currently offers a formal program for teaching assistants (page 39, Self-Assessment, #7).

Self-assessments can also help colleagues improve their teaching. A group of instructors who teach sections of the same course can offer practical advice by discussing their own successes and failures. In the School of Social Work, for instance, faculty meet to design reading lists and examinations for use in multiple sections, and faculty in the Department of Biostatistics regularly record their impressions and advice regarding textbooks, examinations, and lecture techniques into a book for other instructors who will teach the same or similar courses.

Colleague Evaluation

Of course, colleagues can play a more direct role in improving teaching and do in many departments at the University. The two programs described below, from English and from Community Health Care Systems, involve peer observation of in-class teaching. For many years teaching assistants in the Department of English have been required to discuss end-of-quarter student ratings with the Director of Freshman English. Beginning in fall of 1979, however, TA's were also required to participate in a cooperative observation program. The purpose and procedures of the program are described in the following memorandum to teaching assistants.

MEMORANDUM January 16, 1979

To: Teaching Assistants

Attached to this memorandum is a list of pairs whose class schedules and course schedules allow them to observe one another. This represents the beginning of our cooperative observation program.

Let me remind you again of the details. First, you are to emphasize description, not evaluation. Precisely what is happening? How are the students responding? What means are being used? The attached form will serve as a guide for your observations. You can do either of two things: make notations on this form, or keep a complete descriptive log and, later, select and organize notes to fill in the form.

As a pair, you should do three things:

(1) Have a pre-observation conference in which you talk about what you intend to do and to accomplish during a particular class period. Use your judgment whether you want to have a separate conference for each of the persons involved or whether each of you in turn can talk about your own objectives during one meeting. If you want your partner to observe something in particular about you, make that known.

(2) Arrange the date for observing. The date should follow the pre-observation conference as closely as possible. During the observation period, the observer should write as much as possible. Be detailed. Record actual questions. Try to do in words what a video camera might do on film.

(3) Again, as soon as possible after the observation, trade descriptions. Then have your follow-up discussion. Here, it might be well to have separate talks about each observation. Mixing the two together in one session might get confusing, but I will leave that to your judgment. Remember to relate the observations made to the intentions that were set forth in the pre-observation conference.

If you find the experience particularly helpful, you may want to repeat it.

When you have completed your observations, I will ask each of you individually to submit a report to me assessing the value of the program to you, offering suggestions for improving the procedure, and, in general, making other recommendations that you consider appropriate. You are NOT being asked to report on your partner's teaching, only on the value of the experience.

I would suggest that you complete your observations no later than the sixth week. You may find that you want to adjust some of your approaches during the remainder of the quarter.

William F. Irmscher

Observation Guide

SCENE: THE CLASSROOM (appropriateness of physical arrangements; sense of readiness among students; the way class begins and ends; the number of students present)

PURPOSE (plan for the class session; intent; extent to which the declared purpose becomes evident during the period)

AGENT AND CO-AGENTS: INSTRUCTOR AND STUDENTS (manner of address; tone; audibility; eye contact; attitudes of both instructor and students)

MEANS (pedagogical assumptions; techniques used; type of questions with specific examples and the responses they generate; handling of silence)

ACTIONS DURING THE CLASS PERIOD (kind of activity; response; implementation of the plan; time teacher talked; time students talked)

The experiment was sufficiently successful that cooperative observation is now a regular part of the TA training program in the English department. The Director's analysis of the trial run is contained in the second memorandum (page 40, Colleague Evaluation, #1), though following comments illustrate the generally favorable reaction of teaching assistants:

"The peer observation program is an excellent idea precisely because it encourages the instructor to reconsider his own techniques with a candor the student evaluation forms generally fail to elicit. Moreover, a fellow instructor can gauge the content of a lesson and the impact of its presentation more incisively than the students themselves."

"For the first time I saw one of my own colleagues teaching, and in so doing I discovered a new—and what later became a more effective—way to use the student essay in class."

"I became acutely aware of subtle indicators of attention: eye movement, posture, and facial expressions—aware not only of how these reflect student interest, but also the interest of the teacher."

Can such a cooperative observation program work for faculty as well? In 1979 the Community Health Care Systems Peer Review Task Force developed guidelines and assessment forms for colleague observation of lecture, seminar, and clinical courses. As the guidelines suggest (page 41, Colleague Evaluation, #2 and 3), the emphasis of the pilot project was on improvement, and, as in the English Department program, information was therefore shared only between the instructor and the observer. Each of the assessment forms (page 42, Colleague Evaluation, #4, 5, 6) was designed and revised by CHCS faculty to fit their particular needs, and response to the project has therefore been quite favorable. The specificity of the forms demonstrates that faculty working together can indeed identify the characteristics of effective teaching within a particular discipline.

Of course, all of the assessment forms and subsequent evaluations are useless unless one is offered some practical means of improving. Unfortunately, the University does not often help teachers improve; it merely expects them to. Microteaching is one form of colleague evaluation adaptable to nearly any discipline and illustrates how evaluation can be tied directly to improvement. It requires a videotape machine and a colleague or consultant to act as moderator for a small group. One participant delivers a brief lecture which is videotaped and replayed for the entire group. The lecturer critiques the presentation first, noting both strong and weak points, and then listens while each member of the group offers a similar critique. The videotape-critique process is repeated for the remaining members, after which each tries to incorporate specific suggestions for improvement into a second mini-lecture. Because microteaching depends upon useful criticism, the "Characteristics of Constructive Feedback" developed by Berquist and Phillips (page 43, Appendix II, Colleague Evaluation, #7) might serve as a guide for this and other forms of colleague evaluation. For an expanded description of microteaching, see Appendix II (page 44, Colleague Evaluation, #8), or call the Center for Instructional Development and Research at 543-6591.

Committee Evaluation

In large departments with numerous faculty, conflicting schedules and other administrative problems might make a formal evaluation program desirable. In the 1980-81 academic year the U.W. Psychology Department undertook an ambitious pilot project modelled after the program in Physiology and Biophysics (see Appendix III). The department's Teaching Effectiveness Committee formed five sub-committees of peers, students, and consultants to evaluate all aspects of five faculty members' teaching for an entire academic year. The program combined peer review and student interviews with end-of-the-quarter student ratings and thus enabled the Committee to compare faculty with student perceptions to produce a three-dimensional evaluation (see Committee Evaluation #1 and 2). A unique feature of the program enabled student participants to gather most of the information, earning Psychology 499 credit for themselves while saving valuable faculty time. The program thus proved less time-consuming for the Committee than originally expected and sufficiently valuable that faculty have volunteered to continue the project for a second year.

B. Evaluations For Student Use

First-year students and even advanced students in large schools know very little about the faculty. College catalogues usually include nothing more than the date and place of a faculty member's advanced degrees, and the student grapevine is not always reliable. It is not surprising, then, that many campuses have a student-run evaluation program designed to help students select courses, instructors, and even academic advisers. These programs range in form and quality from mimeographed anecdotes to the bound volumes published annually at such schools as Harvard, Pennsylvania, Stanford, and U. C. Davis. The kind of information produced by such programs also varies from quantitative student ratings to direct quotation of exasperated or enthusiastic students, biographical sketches of faculty, and even salary figures for each instructor. Each piece of information might be useful for a different reason.

First-year students are usually most interested in a faculty member's teaching characteristics—whether an instructor grades fairly, returns papers and examinations promptly, deals fairly with student opinion, and is available and approachable for outside consultation. Such information can be collected easily from end-of-the-quarter student ratings, but distributing the information to new students poses a problem. The student ratings program conducted by the U. W. Educational Assessment Center offers a case in point. Quantitative ratings for all courses evaluated through EAC are subject to public disclosure and therefore available upon request at the Visitor's Information Bureau. (The comment sheets, however, are confidential and therefore kept by individual instructors.) Although each of the EAC assessment forms includes seven items specifically designed "to provide information about the course to other students" (see Student Ratings #2-8), very few students request evaluations from the Public Information Office, and publishing the evaluations in, say, the University's *General Catalog* would be prohibitively expensive. The ASUW has from time to time run a Class Evaluation Project (page 32, Student Ratings, #15) and published the results, but the ASUW has neither the staff nor the money to evaluate more than a handful of courses. Schools with larger instructional budgets are able to evaluate most courses regularly and publish the results annually in booklet form or in the college or university catalogue. The Harvard guide is the best known, though U. C. Davis and Stanford have run similar programs for many years.

Advanced students might be more interested in faculty members' academic pursuits, current research, and philosophy of teaching. Students in the U.W. Law School can review student ratings kept on reserve at the Law Library for a quantitative sketch, but they can obtain another perspective by consulting *Aspirin*, a student guide which includes biographical sketches written, in most cases, by the faculty themselves. Similar projects have been undertaken in the College of Architecture, the English Department, and many other departments across campus. A persistent problem with all of them, however, is that they are ephemeral, dependent upon the volunteer labor of a shifting student population. Although it is difficult to maintain the quality of such programs year after year, the fact that each new crop of students is willing to start all over again testifies to their usefulness.

With a little imagination and even less money, departments can assume responsibility for providing information important to new students. What follows is an evaluation, synthesized from several sources, which might help students decide whether to register for Professor Daedalus' astronomy course. For the sake of the example, we'll use a standard EAC ratings form (Student Ratings #2) and include four optional items (from Student Ratings #10). The EAC will machine score the entire questionnaire, including the four optional items, but the department might choose to publish the results of only the optional items and the seven items designed specifically for students. The department might mimeograph those portions of the evaluation and keep them on file, along with the time schedule and Professor Daedalus' comments, in its central advising office. In the latter case, an in-coming student might find something like this:

Instructor: *Daedalus* Course: *Astronomy 101* Quarter: *Spring 1981*

III. To provide information about the course to other students

1. Use of class time was:

E	VG	G	F	P	VP	
185	50	7	2	7	15	Mean: 4.35

2. Instructor's interest in whether students learned was:

E	VG	G	F	P	VP	
190	55	10	7	2	2	Mean: 4.57

3. Amount you learned in the course was:

E	VG	G	F	P	VP	
200	40	13	10	0	3	Mean: 4.58

4. Relevance and usefulness of course content is:

E	VG	G	F	P	VP	
187	50	18	5	4	2	Mean: 4.52

5. Evaluative and grading techniques (tests, papers, projects, etc.) were:

E	VG	G	F	P	VP	
150	60	25	5	10	6	Mean: 4.07

6. Reasonableness of assigned work was:

E	VG	G	F	P	VP	
143	62	30	22	2	7	Mean: 4.13

7. Clarity of student responsibilities and requirements was:

E	VG	G	F	P	VP	
120	95	32	12	4	3	Mean: 4.15

Because Professor Daedalus teaches a required introductory course, we've selected optional items relevant to problems common in large lecture courses: speed and depth of coverage, opportunity for personal contact, and the nature of examinations and readings (from Student Ratings #10).

1. Within the time limitations, the instructor covered the course content in sufficient detail.

E	VG	G	F	P	VP	
175	55	12	7	12	5	Mean: 4.35

2. You were able to get personal help in this course if you needed it.

E	VG	G	F	P	VP	
122	70	35	22	12	4	Mean: 3.95

3. The instructor took reasonable precautions to prevent cheating.

E	VG	G	F	P	VP	
75	70	77	12	7	25	Mean: 3.45

4. Outside readings were relevant to the rest of the course.

E	VG	G	F	P	VP	
95	80	79	10	7	5	Mean: 3.98

Students reading such an evaluation might wonder about the range of responses and, to get the other side of the story, could read Professor Daedalus' autobiographical sketch, which also describes his approach to teaching:

". . . love students and learn as much from them as they do from me. That's why I place great importance on discussion in all my classes, even large lectures in Kane Hall. I challenge students, engage them in discussion, debate, and question-answer sessions, probing and prying for signs of life. Rarely do I give a fifty-minute lecture—many students don't like that, but I'm not hired to dispense facts like so many parts at an automotive store. I usually give a few quizzes to keep every one honest, though I prefer essay examinations. And I read them. Very closely."

Students might have a better idea of why 15 people rated Daedalus "very poor" on "use of class time." If they are still interested, however, they can turn to Daedalus' description of his autumn quarter introductory course in, say, special topics:

"Introductory 101. A required course for majors and will therefore cover the customary names and dates but not in the usual manner. Specific objective is, according to the *General Catalog*, 'to understand basic principles of astronomy as they relate to human existence.' Therefore, for half of one quarter you will live as disciples of Ptolemy, the other half as devout Coepernicans. We shall create a scientific revolution and thereby discover what, if anything, we have sacrificed by becoming modern.

Pre-requisites:

Absolute trust, and stamina to go without sleep for one or two nights a week to gaze into the heavens.

Requirements:

Active and regular participation; one long paper at the end of the quarter; one field trip, gods willing, to Phaethon Ridge in eastern Washington."

C. Evaluations For Personnel And Administrative Use

Self-assessment

Although most departments at the University of Washington require evidence of effective teaching for approval of merit pay, promotion, or tenure, few departments give their faculty the means of providing such evidence. Consequently, many faculty members under consideration must be content simply to list the number of courses taught, dissertations directed, and articles published on an "activity sheet" (page 39, Self-Assessment, #8) designed to solicit factual information. For personnel decisions, this is perhaps as far as self-assessment ought to go, though some schools have developed forms so that faculty members can include self-evaluations in their personnel files (page 39, Self-assessment, #9 and 10).

Student ratings

Faculty members can provide documented evidence of effective teaching by submitting end-of-the-quarter student ratings from EAC (page 22, Student Ratings, #2-9). The four items in the first category, "To provide a general evaluation," are identical on all EAC forms, making cross-campus comparison possible, and the items in the remaining three categories are sufficiently similar, if used with discretion, to make further comparisons within departments possible. The EAC can provide campus-wide and departmental norms (based on all courses rated from 1975 to 1977) to facilitate such comparisons, and faculty members usually have the option of submitting the "comment sheets" to document personal strengths. Instructors who wish to document their effectiveness as academic advisers might design a short form for students to complete (page 34, Student Ratings, #16 and 17).

Colleague evaluation

Because student ratings represent only one point of view, some departments are developing programs which will ensure that teaching is examined from multiple perspectives. Colleagues can be an important source of information regarding course materials, reading assignments, examinations, and student performance. Colleague review of course materials—currently used in several departments at the University, including Physiology and Biophysics, Anthropology, and, in a pilot project, Psychology—is the first step toward giving faculty the means of acquiring the informed judgment necessary for equitable personnel decisions.

When faculty use evaluations to improve their own performance a three-page set of guidelines might be more of nuisance than a help, but any evaluation conducted for personnel decisions must be carefully limited by written guidelines which specify criteria, procedures, and the rights and responsibilities of everyone involved. The Task Force on Evaluation at U.C. Berkeley, for instance, devised extensive guidelines to govern colleagues' review of teaching materials (page 46, Colleague Evaluation, #9), and suggested that a checklist might help colleagues focus on specific criteria (see page 46, Colleague Evaluation, #10, for an example of such a checklist).

Assessment forms for colleague review of in-class teaching are numerous, perhaps because no single form can possibly meet the specific needs of every instructor and the general requirements of every department. Appendix II, Colleague Evaluation, provides examples which illustrate the entire range of available options: short forms requesting quantitative responses to global items (Colleague Evaluation #11 and 12), forms requesting written responses to general questions (#13), and forms requiring quantitative responses to diagnostic items (#14). The latter is designed for self- or colleague review of videotaped performance, an alternative method which makes some instructors more comfortable, others more nervous, but at least permits faculty to select the particular lecture or seminar to be reviewed. Guidelines for colleague review of in-class teaching are necessarily long and usually reflect the needs of individual schools or departments. However, most include some provision for honoring a faculty member's special requests and describe the specific criteria to be considered during the visit. The criteria might be general if applied campus-wide (page 49, Colleague Evaluation #15 and 16) or more specific for use within a particular discipline. At the University of Washington, for example, Executive Order #45 and the Faculty Code (Appendix I) apply campus-wide and are thus more general than the documents developed for the School of Medicine (page 50, Appendix II, Colleague Evaluation, #17, 18, 19).

Guidelines might also take the form of precautionary measures to protect faculty members' academic freedom or right to privacy. Although teaching assistants who work closely with faculty are in an excellent position to offer assessments of an instructor's performance, they are also extremely vulnerable to faculty pressure. Small departments might therefore choose to exclude TA's from faculty evaluations, and larger departments might develop guidelines to protect the confidentiality of information gathered from TA's (page 51, Colleague Evaluation, #20).

In most departments at the University of Washington, the chairperson has a considerable voice in personnel decisions. The chairperson's opinion is often based upon review of the teaching dossier and student ratings submitted by the faculty member; less frequently, it includes observation of in-class performance or review of course materials. In the School of Music, for instance, the Director of the School, with the faculty member's permission, attends tutorials, sits in on classes, and randomly selects several students under the faculty member's supervision for interviews about the faculty member's teaching and advising. The Director then sends a confidential report directly to the College's tenure review committee.

How much weight should student, colleague, and chairperson evaluations actually carry in personnel decisions? This will, and

probably should, vary from department to department. The Auburn University Project Planning Committee on the evaluation and improvement of teaching recommended that "the differences, specializations and interests of individual faculty members and the *different ways in which they contribute to the University*, varying degrees of importance in teaching, research, public service, etc. should be considered in the design and acceptance of each school's faculty evaluation and development program" (*Auburn Guidelines*, p. 18). Acting upon a similar premise, some departments at the University of Washington have set different weights for teaching, research, and community and University service. In the Department of Accounting, for example, faculty are regularly evaluated according to this formula: 40% teaching, 40% research, 20% community and University service. The Department of Anthropology has set the formula at 50% teaching and 50% research and service. And the Department of Physics has gone so far as to appoint separate committees to evaluate the teaching and the research of faculty members under review.

Formulas and rating scales aside, experience and common sense suggest that written guidelines which specify criteria and describe procedures are more likely than a tacit understanding to ensure equity. Thus the Project Planning Committee at Auburn University recommended that each school develop guidelines specifying the objectives of evaluation, the criteria and standards of performance, and the procedures for collecting and interpreting information (page 52, Colleague Evaluation, #21).

Comprehensive Evaluation Programs

When guidelines such as those developed at Auburn or Berkeley are put into practice, the result is a comprehensive program which ensures that all aspects of a faculty member's teaching will be examined from multiple perspectives. The Teaching Portfolio used at Evergreen State College represents a comprehensive program flexible enough to accommodate individual differences but sufficiently reliable to be used in personnel decisions; in fact, the Portfolio is the principal documentary evidence for a thorough evaluation by the Deans and the principal source for determining satisfactory performance in the criteria for reappointment or non-appointment (Evergreen State College Faculty Handbook). The Portfolio, reviewed annually, is expected to contain the following:

1. The faculty member's self-evaluation and the dean's evaluation from the previous year.
2. All evaluations by faculty colleagues.
3. All evaluations by staff members of his colleagues.
4. All evaluations by staff members.
5. All evaluations by the faculty member of the staff.
6. All student evaluations.
7. All evaluations by the faculty member of his students, both transcript and in-house evaluations.
8. Copies of group or individual contracts between the faculty member and his students.
9. A comprehensive self-evaluation of the past year, after examination of all the material in the portfolio, including successes, disappointments and planned areas targeted for improvement.

Of course, comprehensive evaluation programs place additional demands on faculty, who often complain that they are too busy teaching to worry about how well other faculty are teaching. Guidelines which describe procedures and criteria will help faculty make best use of their time. The following guidelines developd by the Department of Physiological Nursing at the University of Washington describe a comprehensive program designed to evaluate teaching for improvement and personnel decisions. (Most of the assessment forms listed under "METHODS/TOOLS" are contained in Appendix II of this guide.) Other departments can design a similar program by completing the checklist at the end of Part I (page 6).

UNIVERSITY OF WASHINGTON DEPARTMENT OF PHYSIOLOGICAL NURSING

Guidelines for Peer Review of Teaching Effectiveness

Characteristics of the Review Committee for Purposes of Appointment, Promotion and Tenure (APT) Recommendations

1. Composed of at least two people each of whom meets one of the following criteria:
   a. tenured faculty member
   b. same academic rank as person to be reviewed
   c. has recently, or is, teaching a similar course
   d. for faculty with joint appointments: a person from agency or other departmental appointment.
2. One member from the Department of Physiological Nursing.
3. Selected by person to be reviewed.
4. Assembled in the Autumn preceding the APT recommendation.
5. Expected to function for the academic year; task included in the Faculty Activity Analysis.

Process of Peer Review of Teaching Effectiveness for APT Recommendation

1. Committee selected prior to APT recommendation.
2. Committee meets; faculty member to be reviewed outlines appropriate teaching to be reviewed.
3. Committee collects data at least three quarters prior to APT review
   a. recommended that each reviewer see a sample of each type of teaching (i.e., lecture, seminar, clinical)
   b. committee uses colleague appraisal form, clinical teaching form and teaching materials form.
4. Reviewed faculty asks students to fill out independent study form (if applicable).
5. Reviewed faculty submits at least one formal student rating. Available student ratings include forms from the Educational Assessment Center and Irby's Self-Assessment Inventory for Clinical and Classroom Teaching. When possible at least 20 students should do the rating.
6. Peer review committee meets and reviews the following:
   a. faculty review data
      1. colleague appraisal form
      2. teaching material
      3. Irby's Self-Assessment Inventory for Clinical and Classroom Teaching (done by faculty)
   b. student review data
      1. independent study form
      2. Irby's Self-Assessmen Inventory for Clinical and Classroom Teaching (done by students)
      3. student ratings (all appropriate forms)
   c. all other appraisals of teaching submitted by faculty being reviewed, i.e., ratings from continuing education
   d. miscellaneous evidence, i.e., letters from other institutions, guest lecturing. For faculty with joint appointment: letter from agency or other department with whom person works.
7. Review committee prepares a written summary addressing strengths and weaknesses and recommendations for improvement in:
   a. course organization and clarity
   b. instructional style
   c. substantive content
8. The review committee and the faculty member who has been reviewed meet to "discuss the evaluation, to receive congratulations for outstanding performance when warranted and also when warranted receive suggestions for improving teaching deficiencies. Any disagreement by the faculty member with the evaluation, group's conclusions or any explanations of unusual circumstances can be appended by the faculty member to the Group Report."[1]

The time required by the review committee would be:
one meeting to organize;
three observations per committee member of teaching;
one meeting to review and write summary of data; and
one meeting with faculty who has been reviewed.

Review for Tenured Faculty

Each tenured faculty member, starting with descending order of seniority, could be reviewed every 3-4 years and thereafter every 4 years. The process would be the same as outlined for APT recommendations.

Review for Self-Improvement

Any faculty member may elect to have peer review done for self-improvement. The procedure is identical to the one already outlined. However, the results of the review will be given only to the reviewee.

---

[1]Gillmore, Gerald M. and Albert Gordon. "Proceedings from the University of Washington Lake Wilderness Conference on Teaching Evaluation," February 22-23, 1978, pp. 38.

Approved by faculty 3/14/80.
Committee members: C. Blainey, J. Marvin, P. Mitchell, J. Rokosky

This type of review can be used to 1) evaluate new teaching methods, style, or course; 2) identify attributes and weaknesses. The reviewee is free to submit the materials from the self-improvement review to his/her personnel file.

In addition, faculty involved as reviewers will undoubtedly grow in their own teaching as a natural byproduct of systematic observation of the teaching of others.

PURPOSE	DATA SOURCE	METHODS TOOLS	APPENDIX	PROCEDURES	FREQUENCY
Improvement of Teaching	Diagnostic Data Students	1. EAC Rating forms including yellow individual comment sheets 2. Irby Self-Assessment Clinical Inventory 3. APT Student Rating of Advisement in Independent Study	Appendix II Appendix IV Appendix III Pg. 16	Individual Faculty member initiates Faculty gives to student upon completion of independent study	Ongoing
	Peers	1. Irby Self-Assessment Clinical Inventory 2. APT Forms: a. colleague appraisal of teaching, and b. teaching materials and procedures appraisal	Appendix IV Appendix III & 12 Pg. 17	Individual faculty member selects peer or outside expert	Periodically
	Self	1. Irby Self-Assessment Clinical Inventory 2. Video Tapes	Appenix IV		Ongoing
Administrative a. Promotion Tenure	Student Ratings Peer Review Committee Summaries of Ratings Letters of Recommendation	EAC Summaries 1. APT Forms a. Colleague appraisal teaching methods b. Summary of student rating of advisement in Independent Study		Faculty member provides summary Dept. appoints Review Comm. for each person being reviewed for tenure promotion. Committee decision to use "rainbow criteria" APT appraisal package & all other data sources to prepare report for department APT Tenured faculty have committee Committee initiates use of APT appraisal package for persons being reviewed	Year, prior to APT decision Every 3-4 years
b. Retention	Summarize student & peer rating	EAC Rating Form			Yearly, at least one class
c. Merit Increase	Dept. Faculty peer ratings	1. Dept. yearly summary of Activities 2. Summary from most recent peer review of teaching	Appendix I		Yearly, 3-4 years

APPENDIX I: POLICIES AT THE UNIVERSITY OF WASHINGTON

Executive Order #45

**I. Documentation for Recommendations for Promotions, Tenure, and Merit Increases*

In submitting to the President's Office a recommendation for promotion in rank or the granting of tenure or merit salary increase, the dean of the school or college is requested to present a detailed documentation of the recommendation. The primary data would originate from the department.

Faculty and chairpersons are directed to give careful attention to all phases of the candidate's service to the school or college and the University. Characteristic types of contributions to the University are described in the following terms:

Teaching. An essential qualification for the granting of tenure or for promotion is the ability to teach effectively. Some elements in assessing effective teaching are: the ability to organize and conduct a course appropriate to the level of instruction and the nature of the subject matter; the consistency with which the teacher brings to the classroom the latest research findings and professional debates within the discipline; the ability to stimulate intellectual inquiry so that students develop the skills to examine and evaluate ideas and arguments; the extent to which the teacher encourages discussion and debate within the course to enable students to articulate the ideas they are exploring; the availability of the teacher to the students beyond the classroom environment; the regularity with which the teacher examines or re-examines the organization and readings for a course and explores new approaches to effective educational methods. A major activity related to teaching is the instructor's ability to participate in academic advising and counseling, whether this takes the form of assisting students select courses or discussing the students' long-range goals. The faculty member's concern for the progress and well being of the students is an inseparable adjunct to the classroom.

Research. All members of the faculties must demonstrate scholarly ability and attainments. Their qualifications are to be evaluated on the quality of their published and other creative work, the range and variety of their intellectual interests, their success in training graduate and professional students in scholarly methods, and their participation and leadership in professional associations and in the editing of professional journals. Attainment may be in the realm of scholarly investigation in the realm of constructive contributions in professional fields, or in the realm of the creative arts.

Service. The scope of the University's activities makes it necessary for members of the staff to engage in many activities outside of the fields of teaching and research. These may include participation in University committee work and other administrative tasks, clinical duties, and special training programs. The University recognizes the value of its staff in rendering these internal services as well as extramural professional services to schools, to industry, and to local, state and national organizations.

Other Considerations. In arriving at recommendations for promotion or tenure, faculty and chairpersons are directed to study the whole record of candidates. To warrant recommendation for the granting of tenure or for promotion in the professorial ranks, a candidate must have shown outstanding ability in teaching or research, an ability of such an order as to commend obvious respect from colleagues and from professionals at other universities; and substantial contribution in other phases. The qualifications of teaching and research must remain unequivocally the central functions of the faculty, but administrative and other internal and extramural professional services must also be recognized.

The factors with reference to the granting of tenure or for promotion thus far mentioned have to do with the qualifications of the candidate as an individual and may be regarded as the intrinsic factors. Consideration must also be given to the way in which the candidate will fit into the present and foreseeable future of the department. Does there appear to be a place for a candidate with these special interests? Will a given candidate help to bring the department into balance or throw it out of balance? It does happen that individuals whose performance would otherwise warrant the granting of tenure should not, and cannot, become tenured here because the special nature of staff requirements in the department makes it impractical.

II. Procedural Safeguards for Promotion or Tenure Considerations

It is extremely important that carefully developed procedures be used which will encourage open and constant communication ensuring both informed decision-making in the part of faculty and administration on such important decisions as tenure and promotion, as well as aid faculty members in the development of their professional and scholarly careers.

Each faculty member must be allowed to pursue those areas of inquiry which are of particular scholarly interest; at the same time, however, each junior faculty member must be informed of the expectations a department holds for him or her, as well as the general direction of the department. In order to enable the faculty member to establish priorities in the overall effort of professional career development and to fulfill the University's obligations of fair appraisal and continual monitoring of faculty development, the following procedural safeguards should be adopted in each department (or nondepartmentalized college):

Yearly Activity Reports. Each department (or nondepartmentalized college) shall adopt a format by which each faculty member will provide information on all professional activities carried out during the prior year. These reports shall be prepared by each faculty member and submitted to the chairpersons (or dean) in a timely fashion during the Fall Quarter each year, and shall be used as reference and as a source of information for consideration of promotion, tenure, and merit increases. These forms will be of particular use to the dean in providing supporting justification for recommendations of promotion or tenure to the President. Such information may be updated by a faculty member at any time during the academic year.

Yearly Conference with Non-Tenured Faculty. Each year after departmental (or college) recommendations for reappointment, promotion, and tenure are transmitted, the chairperson (or dean) shall confer with the non-tenured faculty member individually, during which time the strengths and weaknesses of the faculty member shall be discussed; the emphases the department places on the various elements attributed to attaining tenured faculty status shall be explained; and suggestions made, if necessary, as a means to improve or aid the faculty member to attain those goals. The department chairperson (or dean) shall document that such meetings occurred and shall list the subject matters discussed. Similar conferences are also recommended for tenured faculty members who wish to avail themselves of the opportunity.

Executive Order No. 45 of the President, June 1, 1972 (formerly University Memorandum No. 70, June 15, 1964); revised March 21, 1978; revised April 20, 1979

UNIVERSITY HANDBOOK

Chapter 24

APPOINTMENT AND PROMOTION OF FACULTY MEMBERS

Section 24-31. General Appointment Policy

The principal functions of a university are to preserve, to increase, and to transmit knowledge. Its chief instrument for performing these functions is its faculty, and its success in doing so depends largely on the quality of its faculty. The policy of this university should be to enlist and retain distinguished faculty members with outstanding qualifications.

Section 13-31, with Presidential approval April 16, 1956

Section 24-32. Scholarly and Professional Qualifications of Faculty Members

A. Scholarship, the essence of effective teaching and research, is the obligation of all members of the faculty. The scholarship of faculty members may be judged by the character of their advanced degrees and by their contribution to knowledge in the form of publication and instruction; it is reflected not only in their reputation among other scholars and professionals but in the performance of their students, both elementary and advanced.

B. The creative function of a university requires faculty devoted to inquiry and research, whose attainment may be in the realm of scholarly investigation, in constructive contributions in professional fields, or in the creative arts, such as musical composition, creative writing, or original design in engineering or architecture. Some elements in evaluating the scholarly ability and attainments of faculty members include the quality of their published and other creative work; the range and variety of their intellectual interests; the receipt of grants, awards, and fellowships; their success in directing productive work by advanced students and in training graduate and professional students in scholarly methods; their participation and leadership in professional associations and in the editing of professional journals; the judgment of professional colleagues; the membership on boards and committees.

C. The educational function of a university requires faculty who can teach effectively. Instruction must be judged according to its essential purposes and the conditions which they impose. Some elements in assessing effective teaching include the ability to organize and conduct a course appropriate to the level of instruction and the nature of the subject matter; the consistency with which the teacher brings to the classroom the latest research findings and professional debates within the discipline; the ability to stimulate intellectual inquiry so that students develop the skills to examine and evaluate ideas and arguments; the extent to which the teacher encourages discussion and debate within the course to enable students to articulate the ideas they are exploring; the availability of the teacher to the student beyond the classroom environment; and the regularity with which the teacher examines or reexamines the organization and readings for a course and explores new approaches to effective educational methods. A major activity related to teaching is the instructor's participation in academic advising and counseling, whether this takes the form of assisting students to select courses or discussing the students' long-range goals. The assessment of teaching effectiveness should include qualifed student opinion, the informed judgment of colleagues, and, where possible, measures of student performance.

D. Contributions to a profession through published discussion of methods or through public demonstration of an achieved skill should be recognized as furthering the University's educational function.

E. The scope of the University's activities makes it necessary for some members of the faculty to engage in many activities outside the fields of teaching and research. Competence in professional service to the University and the public should be considered in judging such a faculty member's qualifications. This may include participation in University committee work and other administrative tasks, clinical duties, special training programs, continuing education, and community service. The University recognizes the value of its faculty in rendering these internal services as well as extramural professional services to schools, to industry, and to local, state, national, and international organizations.

F. Competence in professional service to the University and the public should be considered in judging a faculty member's qualifications, but except in unusual circumstances skill in instruction and research should be deemed of greater importance.

Section 13-31, April 16, 1956; S-A 58, May 16, 1978; S-A 64, May 29, 1981; all with Presidential approval

Section 24-33 Personal Qualifications for All Academic Appointments

A. In order to make its contribution a university must recruit able and responsible staff members who exhibit both perception and originality. A faculty member should possess unusual personal and intellectual integrity. He or she should have a free mind and should be dedicated to objective truth and its complete presentation. The University should avoid appointment of anyone who has personal traits which would negate his or her professional effectiveness or reflect discredit upon the academic profession. Especially should the University avoid appointment of anyone who seeks to diminish or destroy our liberties and our free institutions, upon which universities depend for their effective functioning.

B. The personal qualifications of acting or temporary appointees often may be judged by standards somewhat different from those applicable to regular staff members. Temporary personnel will not exercise lasting influence in University affairs, and for this reason certain personal characteristics which would disqualify a permanent appointee might be acceptable or tolerable in a temporary member of the faculty.

Section 13-31, with Presidential approval April 16, 1956. Formerly Section 24-37.

Section 24-34. Qualifications for Appointment at Specific Ranks and Titles

A. Qualifications for Appointment at Specific Ranks

1. Appointment to the rank of instructor normally requires completion of professional training, in many fields marked by the Ph.D.,

and the promise of a successful career in teaching and research.

2. Appointment with the rank of assistant professor requires a demonstration of teaching and research ability beyond that ordinarily required of an instructor.

3. Appointment to the rank of associate professor requires a record of substantial success in both teaching and research, except that in unusual cases an outstanding record in one of these activities may be considered sufficient.

4. Appointment to the rank of professor requires outstanding, mature scholarship as evidenced by accomplishments in teaching, and in research as evaluated in terms of national recognition.

B. Qualifications for Appointments with Specific Titles

1. *Lecturer* is an instructional title that may be used at any faculty level, and is conferred on one who has special capacities or a special instructional role. Appointments as lecturer are annual, or shorter; the question of their renewal shall be considered each year by the faculty of the department (or undepartmentalized school or college) in which they are held.

2. Appointment to one of the ranks in Section A with a *research* title requires qualifications corresponding to those prescribed for that rank, with primary emphasis upon research and less emphasis upon teaching. Research associate appointments involve minimal or no teaching. Research associate appointments do not carry University governance or voting privileges. Tenure is not acquired through service in these appointments. Research appointments are annual, or shorter; the question of their renewal shall be considered each year by the faculty of the department (or undepartmentalized college or school) in which they are held. Research faculty titles and the qualifications for them are described in Section 24-35.

3. Appointment with an *affiliate* title requires qualifications comparable to those required for appointment to the corresponding rank. It recognizes the professional contribution of an individual whose principal employment responsibilities lie outside the colleges or schools of the University. Affiliate appointments are annual; the question of their renewal shall be considered each year by the faculty of the department (or undepartmentalized college or school) in which they are held.

4. An *adjunct* appointment is made only to a faculty member (including one in a research professorial rank) already holding a primary appointment in another department. This title recognizes the contributions of a member of the faculty to a secondary department. Adjunct appointments do not confer governance or voting privileges or eligibility for tenure in the secondary department. These appointments are annual; the question of their renewal shall be considered each year by the faculty of the secondary department.

5. A *joint* appointment recognizes a faculty member's long-term commitment to, and participation in, two or more departments. A joint appointment may be discontinued only with the concurrence of the faculty member and the appointing departments. One department shall be designated the primary department and the others secondary, and this designation can be changed only with the concurrence of the faculty member and the appointing departments. Personnel determinations (salaries, promotions, leave, etc.) originate with the primary department, but may be proposed by the secondary department(s), and all actions must have the concurrence of the secondary department(s).

A faculty member who has the privilege of participation in governance and voting in the primary department (e.g., not a faculty member with a research appointment) may arrange with the secondary department(s) either to participate or not to participate in governance and voting in the secondary department(s). This agreement must be in writing and will be used for determining the quorum for faculty votes. The agreement can be revised with the concurrence of the faculty member and the department involved.

6. A *clinical* appointment in the appropriate rank is usually made to a person who holds a primary appointment with an outside agency or non-academic unit of the University, or who is in private practice. Clinical faculty make substantial contributions to University programs through their expertise, interest, and motivation to work with the faculty in preparing and assisting with the instruction of students in practicum settings. Clinical appointments are annual; the question of their renewal shall be considered each year by the faculty of the department (or undepartmentalized college or school) in which they are held.

7. Appointment with the title of *teaching associate* is made to a nonstudent with credentials more limited than those required of an instructor. Teaching associate appointments are annual, or shorter; the question of their renewal shall be considered each year by the faculty of the department (or undepartmentalized college of school) in which they are held.

8. The *emeritus* appointment is recommended by departmental action for a retired faculty member, including research and clinical faculty, whose scholarly, teaching, or service record has been meritorious. Such a recommendation requires approval by the college dean and the President of the University. The normal criteria for appointment with the *emeritus* title are at least ten years of prior service as a member of the faculty and achievement of the rank of professor or associate professor. Under certain circumstances the President may grant emeritus status to an administrator at the level of Dean or Vice President, or at other levels if deemed appropriate.

9. The *acting* title denotes a temporary appointment for properly qualified persons at the instructor or professorial ranks. It commonly is used for persons who are on the faculty for a year or less or for persons who have not yet completed the requirements for a regular appointment. In the latter case, the *acting* title is dropped when the requirements are completed. The total service of a faculty member with an acting appointment may not exceed four years in any single rank, or six years in any combination of ranks. A faculty member whose appointment as instructor or assistant professor has not been renewed may not be given an acting appointment.

10. Appointment to one of the ranks in Section A with a *visiting* title indicates that the appointee holds a professorial position at another institution of higher learning and is temporarily employed by the University. An employee who does not hold a professorial position elsewhere, but who is otherwise qualified, may be designated as a Visiting Lecturer.

11. The *visiting scholar* title is an honorary title awarded to persons who hold professorial (including research titles) positions at other institutions and who are visiting the University but who are not employed by the University during their stay. The purpose of this title is recognition of the visitor's presence at the University, and to make University facilities and privileges (library, etc.) available.

Section 13-31, April 16, 1956; S-A 23, February 22, 1959; S-A 32, May 8, 1967; S-A 33, June 13, 1967; S-A 37, February 8, 1971; S-A 64, May 29, 1981; all with Presidential approval

Section 24-35. Research Personnel Appointments

A. *Professorial research* titles designate research appointments for faculty who do a substantial amount of teaching or who are engaged in supervising the theses or research activities of graduate students. For appointments involving minimal or no teaching, the titles *post-doctoral research associate, research associate, senior research associate,* and *principal research associate* are used. *Post-doctoral research associate* and *research associate* are considered the junior ranks; the *senior* and *principal* research designations are reserved for appointments considered equivalent in rank to associate professor and professor, respectively. Thus there are two groups of research faculty titles:

Titles Indicating Substantial Teaching Duties	*Titles Indicating Minimal or No Teaching Activity*
research professor	principal research associate
research associate professor	senior research associate
research assistant professor	research associate
research instructor	post-doctoral research associate

B. Unless the teaching duties of a research faculty member can be considered substantial or he or she is engaged in supervising the theses or research activities of graduate students, the appointment should be in the *research associate* group. If the appointment is to carry a *professorial research* title, the documentation supporting such an appointment should include justification for the selection of this title.

C. Research associates, research instructors, and research assistant professors are expected to achieve senior faculty rank (senior research associate or research associate professor) in approximately the same number of years as required for movement through the regular teaching ranks. If such advancement is not so achieved, consideration should be given to reclassification in the exempt or classified ranks or termination.

D. Principal research associates, senior research associates, and research associates are expected to take active roles in generating research funding and may act as principal investigators.

E. Descriptions of Research Associate Titles

1. *Principal research associate.* This rank requires the same quali-

fications as those of a professor, including demonstrated success in research and a strong publication record, but with less emphasis on teaching.

2. *Senior research associate*. This rank requires the same qualifications as those of an associate professor, but with less emphasis on teaching. The senior research associate is expected to provide more leadership in the departmental research program than a research associate.

3. *Research associate*. This rank requires the same qualifications as those of an assistant professor. Appointments of research associates permit a department to strengthen an existing research area or to expand into a new one. A research associate who assumes substantial teaching duties should be reappointed as a research assistant professor.

4. *Post-doctoral research associate*. This junior faculty appointment, which requires the same qualifications as those of an instructor, serves to advance the competence of a person who has recently completed higher professional training, in most fields marked by a doctoral degree. Appointees will work under the direction of principal investigators for the benefit of the research programs, the department's educational program, and their own professional growth. These appointments are temporary; procedures for their renewal are specified in Section 24-34 B2. Post-doctoral research associates may not be principal investigators on research grants or contracts.
S-A 64, May 29, 1981; with Presidential approval

Section 24-36. Qualifications for Extension Appointments

Persons giving instruction in extension classes offered for academic credit shall have scholarly and professional qualifications equivalent to those required for the teaching of regular University classes.
Section 13-31, with Presidential approval April 16, 1956. Formerly Section 24-34.

Section 24-41. Duration of Nontenure Appointments

A. The first appointment of an instructor is for one academic year. The dean of the instructor's college or school may renew this appointment annually at the same rank for a total period of not more than five years. If the instructor's appointment is to be continued beyond a fourth year his or her reappointment must be accompanied by either a notice of termination effective at the end of the fifth academic year at that rank or a recommendation to the President for an advancement in rank concurrent with the fifth year of his or her appointment.

B. The first appointment or the reappointment of an assistant professor is for a basic period of three years, subject to earlier dismissal for cause. Although neither appointment period shall extend beyond the academic year in which a decision on tenure is required, the year in which a negative tenure decision is made must be followed by a terminal year of appointment. If the assistant professor is reappointed, the period of reappointment must include a tenure decision. Procedures governing the reappointment of assistant professors are as follows:

1. Not later than December 1 of the second year of the initial appointment, the dean of the assistant professor's college or school shall decide whether: a) the appointment is to be renewed under the above provision for reappointment; b) the appointment is not to be renewed beyond the initial three-year period, in which case the appointment will terminate at the end of the third year; or c) the decision concerning the appointment is to be postponed to the following year.

2. Should the above decision result in a postponement, not later than December 1 of the third year of the initial appointment the dean shall decide whether: a) the appointment is to be renewed under the above provision for reappointment, or b) the appointment is not to be renewed; if it is not, the basic appointment is extended to include a fourth and terminal year.

3. The dean shall inform the professor in writing within thirty days of any decision made pursuant to this section.

C. At least six months before the anniversary date of the first appointment of a full-time instructor or lecturer holding an annual appointment, or nine months before subsequent anniversary dates of appointment, the dean shall determine whether this appointment is to be renewed and shall inform the faculty member in writing of the decision.

D. The procedures prescribed in Section 24-53 for renewal of appointments shall govern action taken under this section.

E. Notwithstanding the provisions of Section 24-41 (B), appointments of assistant professors which are supported by other than state-appropriated funds are subject to termination should the supporting agency fail to continue the funding for the appointment, provided that the assistant professor supported by other than state-appropriated funds is advised in writing prior to commencement of his or her appointment that such appointment is at all times subject to the continued availability of grant or contract funds.

F. A regular voting faculty member who is qualified for tenure by virtue of duration of full-time service and or rank, may be designated as without tenure because of funding if all or part of his or her salary is derived from other than regularly appropriated state funds. Except for termination of funding, or for reasons of reorganization, such faculty members are not subject to removal except by removal for cause. (See Section 25-51.)

G. The first appointment or the reappointment of a faculty member to less than full-time status shall be made on an annual, or shorter, basis. A faculty member who is appointed to a position with less than full-time rank does not accumulate eligibility toward tenure except as provided in Section 25-32 F.
Section 13-31, April 16, 1956; S-A 31, December 28, 1966; S-A 41, April 3, 1972; S-A 42, June 9, 1972; S-A 49, December 4, 1975; S-A 62, December 2, 1980; S-A 64, May 29, 1981; all with Presidential approval

Section 24-50. Conflict of Interest

The procedures set forth in this chapter shall apply in all cases, except that no faculty member, department chairperson, dean or other administrative officer shall vote, make recommendations, or in any other way participate in the decision of any matter which may directly affect the appointment, tenure, promotion or other status or interest of such person's parent, child, spouse, sibling or in-law. [See also Volume IV, Part V, Chapter 2.]
S-A 38, March 22, 1971; with Presidential approval

Section 24-51. Responsibility for Appointments

A. The President and the appropriate college or school faculty share responsibility for recommending faculty appointments to the Regents. Full and discriminating consideration by that faculty of the scholarly, professional, and personal character of a proposed appointee is essential in an effective appointment procedure.

B. The appropriate faculty, therefore, shall carefully judge the scholarly and personal qualifications of a prospective appointee, shall determine from all available evidence his or her suitability for employment, and shall provide the Regents, through the President, with the information needed for a wise decision.
Section 13-31, April 16, 1956; with Presidential approval

Section 24-52. Procedure for New Appointments

A. Faculty recommendations of appointments are ordinarily rendered through committees, and the procedure depends upon the level of appointment.

1. For recommendation of a departmental appointment other than that of chairperson, the department members act as an advisory appointment committee. A department may delegate this responsibility to a departmental committee.

2. A committee responsible for recommending the appointment of a department chairperson should be an *ad hoc* committee appointed by the dean of the appropriate college, or if the President so desires, by the President.

3. A committee responsible for recommending the appointment of a dean should be an *ad hoc* committee appointed by the President.

B. The duty of an appointment committee is to search for suitable candidates, to study and determine their qualifications (Sections 24-32 to 24-36), and to obtain and evaluate all data related to the problem of appointment. When, after such a study, the committee finds a candidate or candidates who appear to be qualified it shall transmit its information and recommendation:

1. to the department chairperson, if the appointment is to be a departmental one other than that of chairperson, or

2. to the appropriate dean, if the appointment is to be one of a department chairperson, or

3. to the President, if the appointment is to be one of a dean.

C. In making new appointments administrative officers shall act in the manner prescribed below.

1. If the appointment is to be a departmental one other than that of chairperson, the chairperson shall submit all available information concerning candidates suggested by the department, the chairperson, or the dean to the voting members of the department faculty. Recom-

mendations in favor of appointment, based on a majority vote of such members, shall be sent with pertinent information to the appropriate dean. If the chairperson concurs in the department recommendation, the dean shall make a decision concerning the appointment and, if it is favorable, shall transmit it together with the vote of the department and the recommendation of the chairperson to the President. In the unusual case where the chairperson does not concur in the department recommendation, he or she may communicate objections to the dean and may also submit a separate recommendation to the dean from among the candidates who have been considered by the department. If the dean concurs in the chairperson's recommendation, or has additional information which raises doubts concerning the department's recommendation, or finds that the President has such information, the dean shall refer the matter again to the department along with an explanation and comments. After considering the evidence, the department may then either reaffirm its original recommendation, or transmit a new one. After the department's final recommendation has been sent to the dean, the dean shall make a decision concerning the appointment and, if an appointment is to be recommended, shall transmit it together with the final recommendation of the department and the recommendation of the chairperson to the President.

2. If the appointment is to be one of a department chairperson, the dean shall deal directly with the appointment committee in making the decision. The department concerned shall be consulted in making the appointment, but a formal vote is not required.

3. If the appointment is to be one of a dean, the President shall deal directly with the appointment committee in making the decision.

Section 13-31, April 16, 1956; S-A 24, June 23, 1959; both with Presidential approval

Section 24-53. Procedure for Renewal of Appointments

When it is time to decide upon renewal of a nontenure appointment to the faculty (Section 24-41), the procedure described below shall be followed.

A. The voting members of the appropriate department, or undepartmentalized college or school, who are superior in academic rank to the person under consideration shall decide whether to recommend renewal or termination of the appointment.

B. If this recommendation is a departmental one, the chairperson shall transmit it to his dean. If the chairperson does not concur in the recommendation he or she may also submit a separate recommendation.

C. The dean shall decide the matter within the time prescribed in Section 24-41 and inform the faculty member concerned of the decision.

D. If a faculty member requests a written statement of the reasons for the non-renewal of his or her appointment, the dean shall supply such a written statement within thirty days.

Section 13-31, April 16, 1956; S-A 41, April 3, 1972; S-A 60, June 25, 1979; all with Presidential approval

Section 24-54. Procedure for Promotions

Each member of the faculty below the rank of professor shall be considered annually for possible promotion. The procedure described below shall be followed.

A. The voting members of the appropriate department, or undepartmentalized college or school, who are superior in academic rank to the person under consideration shall decide whether to recommend the promotion. In this decision they shall take into account the qualifications prescribed in Sections 24-32, 24-33, 24-34, and 24-35 for the various academic ranks. Promotion shall be based upon the attainment of these qualifications and not upon length of service. In arriving at recommendations for promotion, faculty, chairpersons, and deans are directed to study the whole record of candidates' qualifications described in Section 24-32.

B. If this recommendation is a departmental one, and if it is favorable, the chairperson shall transmit it to the appropriate dean with any supporting data the dean may request. If the chairperson does not concur in the recommendation, he or she may also submit a separate recommendation.

C. The dean shall be advised by a committee or council of the college or school. This advisory group, elected by the faculty of the college or school, shall consider each case presented to it and submit its recommendations with reasons therefor to the dean. In a departmentalized school or college, when a candidate for promotion is under consideration, any member of the committee or council who is also a member of the candidate's department may be excused.

D. After receiving the recommendation of this committee or council the dean shall decide the matter, and if the decision is favorable shall transmit his or her recommendation to the President.

Section 13-31, April 16, 1956; S-A 22, April 18, 1958; S-A 59, April 23, 1979; S-A 64, May 29, 1981; all with Presidential approval

Section 24-55. Procedure for Salary Increases Based Upon Merit

When the President allocates funds for faculty salary increases and determines that the increases are to depend upon merit, the following procedure shall govern where appropriate.

A. The salary of each faculty member below the rank of professor shall be considered by the voting members of the department, or undepartmentalized college or school, who are his or her superiors in academic rank, and they shall recommend any salary increase which they deem merited.

B. In arriving at recommendations for salary decisions, faculty and chairpersons shall study the record of the candidate, taking into account the qualifications prescribed in Sections 24-32, 24-33, 24-34, and 24-35 for the various academic ranks.

C. If their recommendation is a departmental one, the chairperson shall transmit it to the dean with any supporting data the dean may request. If the chairperson does not concur in the recommendations he or she may also submit a separate recommendation.

D. The dean shall then decide the matter and transmit the decision as a recommendation to the President.

E. The dean of an undepartmentalized college or school or the chairperson of a department shall consider the salary of each full professor responsible to him or her. If this procedure is departmental, the chairperson shall recommend to the dean any salary increase which he or she deems merited. After such procedure the dean shall decide the matter and transmit the decision as a recommendation to the President.

F. The dean of each college shall determine the salary increase of the chairperson in each of the departments and shall recommend the decision to the president.

G. The President shall determine the salary increase of each dean.

Section 13-31, April 16, 1956; S-A 58, May 16, 1978; both with Presidential approval

Section 24-56. Procedure for Resignations

A. A faculty member has a professional obligation to give a written notice of resignation at the earliest possible opportunity. Normally such resignations should be given at least three months prior to the termination date, or within fifteen days of notification of terms of a reappointment, whichever occurs later, and should ordinarily become effective at the end of an academic year.

B. If the faculty member resigns orally, then the dean shall attempt to obtain a written resignation. If this is not forthcoming sooner, no later than fifteen days after the purported oral resignation the dean shall send by certified mail to the faculty member's last known home address, and at the same time send by delivery or campus mail to the faculty member's campus address, a letter stating his or her understanding that the faculty member has resigned. If, within thirty days after the dean mailed and sent this letter, the faculty member notifies the dean in writing that he or she denies a resignation took place, none shall be deemed to have occurred. Otherwise, the faculty member shall be deemed to have resigned.

S-A 60, June 25, 1979; with Presidential approval

24-57. Procedural Safeguards for Promotion, Merit-Based Salary, and Tenure Considerations

All procedures regarding promotion, merit-based salary, and tenure considerations outlined in the relevant sections of the Faculty Code must be followed. Open communication among faculty, and between faculty and administration, must be maintained in order to insure informed decision making, to protect the rights of the individual and to aid the faculty in the development of their professional and scholarly careers.

Each faculty member must be allowed to pursue those areas of inquiry which are of personal scholarly interest; at the same time, however, each faculty member must be informed of the expectations a department holds for him or her and of the manner in which his or her activities contribute to the current and future goals of the department, school, college, and University. In order to enable the faculty member to establish priorities in the overall effort of professional career development and to fulfill the University's obligations of fair appraisal and continual monitoring of faculty development, the following procedu-

ral safeguards shall be adopted in each department, school, or college.

A. *Yearly Activity Report.* Each department (or undepartmentalized college) shall adopt a suggested format by which each faculty member will have the opportunity to provide information on professional activities carried out during the prior year. These reports shall be prepared in writing by each faculty member and submitted to the chairperson (or dean) in a timely fashion each year, and shall be used as reference and as a source of information for consideration of promotion, merit salary, or tenure. These forms shall be used as evidence for recommendations of promotion, merit salary, or tenure. Such information may be updated by a faculty member at any time during the academic year.

B. *Yearly Conference with Faculty.* Each year after recommendations for promotions, salary increases dependent on merit, and tenure have been arrived at, the chairperson, or where appropriate the dean, shall confer individually with all instructors and assistant professors and shall give written notice of his or her willingness to confer with all other faculty members individually. At each such conference, the strengths and weaknesses of the faculty member's record shall be discussed; the emphases the department or the school or college places on the various elements of academic function described in Section 24-32 shall be explained; and suggestions shall be made, if necessary, as a means to improve or aid the faculty member. The department chairperson, or where appropriate the dean, shall document that such conferences occurred, and shall list the subject-matter discussed. A summary of each conference shall be communicated in writing to the faculty member involved.

S-A 64, May 29, 1981; with Presidential approval

Chapter 25

TENURE OF THE FACULTY

Section 25-01. Statute Relating to Tenure

[For a statute relating to tenure, see Volume I, "Statutes," RCW 28B.20.130(1)(2).]

Section 25-11. Statement of Policy by the Board of Regents

The University of Washington Regents accept in principle the concept that tenure for members of the faculty is essential for effective teaching and sustained productivity in scholarship.

They furthermore accept in principle the concept that the privilege of a faculty member to hold his position without discriminatory reduction in salary, and not to be removed therefrom, should not be abrogated except for cause and through orderly administrative processes, maintaining and retaining, however, the responsibilities and obligations of the Board of Regents as defined in the laws of the state of Washington.

BR, October 1954; rev. May 1956

Section 25-31. Definition of Tenure

Tenure is the right of a faculty member to hold his position without discriminatory reduction of salary, and not to suffer loss of such position, or discriminatory reduction of salary, except for the reasons and in the manner provided in this Chapter.

Section 25-32. Criteria for Tenure

A. Unless he is disqualified under any other provision of this section, a full-time member of the faculty has tenure if:

1. he is a professor or associate professor; or
2. he has held full-time rank as instructor or assistant professor in the University for a combined accumulation of seven or more consecutive years and has not received the prescribed notice terminating his appointment.

B. Unless disqualified under any other provisions of this section, in unusual cases an assistant professor may be recommended for tenure under Section 25-41 at any time after completion of three years of full-time service at that rank at the University of Washington.

C. A faculty member does not acquire tenure:

1. under an acting appointment, or
2. under a visiting appointment, or
3. under any appointment as lecturer, or
4. under any initial appointment specified to be without tenure, or
5. under an adjunct appointment, or
6. under a research appointment, or
7. under a clinical appointment, or
8. under an affiliate appointment, or
9. under any other appointment for which the University does not provide the salary from its regularly appropriated funds, unless the President notifies the appointee in writing that tenure may be acquired under such appointment. Each appointment governed by this provision shall contain notice whether tenure may or may not be acquired.

D. Appointments to the rank of associate professor or full professor "without tenure," as specified under C4 above, are limited to not more than three years.

E. A faculty member with tenure who assumes a part-time status has tenure in that status if the President notifies him in writing that tenure shall accompany his part-time appointment.

F. Under paragraph A of this section a part-time faculty member accumulates eligibility for tenure if the requirement of full-time service is specifically waived in writing by the President, but an acting faculty member does not accumulate eligibility for tenure.

G. Time spent on leaves of absence from the University does not count in the accumulation of time toward tenure, but the count of consecutive years of service shall continue after the leave of absence from the point reached at the time the leave commenced.

Section 13-31, April 16, 1956; S-A 22, April 18, 1958; S-A 25, October 29, 1959; S-A 26, December 19, 1960; S-A 32, May 8, 1967; S-A 37, February 8, 1971; S-A 41, April 3, 1972; all with Presidential approval

Section 25-33. Tenure of Faculty Members in Administrative Positions

The tenure of a faculty member who holds an administrative position, such as that of dean or department chairman, extends only to the faculty position which he holds conjointly with such administrative position.

Section 13-31 with Presidential approval April 16, 1956

Section 25-41. Granting of Tenure: Policy and Procedure

A. Tenure should be granted to faculty members of such character and scholarly ability that the University, so far as its resources permit, can justifiably undertake to employ them for the rest of their academic careers. Such a policy requires that the granting of tenure be considered carefully. It should be a specific act, even more significant than promotion in academic rank, which is exercised only after careful consideration of the candidate's scholarly qualifications and character.

B. Not later than the end of the academic year prior to that in which an assistant professor would acquire tenure under the provisions of Section 25-32, a decision shall be made in the following manner. A recommendation that the assistant professor be granted or denied tenure shall be sent to the dean of his school or college. This recommendation shall be based upon a majority vote of the professors and associate professors of his department, or of his school or college if it is not departmentalized. If the chairman does not concur in the recommendation he may also submit his own recommendation. The dean, advised as prescribed in Section 24-54C, shall then make his recommendation to the President, and if tenure is to be granted it shall be conferred by the President acting for the Board of Regents. If the assistant professor's tenure is granted, the President shall so notify him in writing. If his tenure is denied, his dean shall cause him to be notified in writing that his appointment will terminate at the end of the succeeding academic year. If a tenure decision is postponed for reconsideration, the assistant professor's dean shall cause him to be notified in writing that his appointment will terminate at the end of the second succeeding academic year unless reconsideration in the meantime shall have resulted in the granting of tenure.

C. If it is desired to appoint to a position with tenure other faculty members referred to in Section 25-32, the procedures for recommendations and granting described in Section 25-41 B shall be followed, except that a denial of tenure shall not of itself lead to termination of an appointment.

Section 13-31, with Presidential approval April 16, 1956; S-A 59, April 23, 1979 with Presidential approval

APPENDIX II
SAMPLE ASSESSMENT FORMS AND GUIDELINES

STUDENT RATINGS #1

EDUCATIONAL ASSESSMENT CENTER
Student Ratings Instructions
453 Schmitz Hall, PB–30 (3–1170)

Important: Read the following instructions before administering these forms to your class.

I. Instructor Information Sheet:

A. Grid your (1) *name* (last name first), (2) *course* number and section, and (3) *rank*.

B. *Distribution Questions:* Please disregard this section. Chair copies and the student booklet will no longer be printed, effective Winter Quarter, 1980. If you want to convey your results to the department chair or dean, we recommend that you submit a xerox copy and retain the original for your own use.

II. Optional Items—see back of this page.

III. Administering the Form:

A. Choose someone (probably a student) to distribute, collect, and then separate the completed forms in this order: (1) Instructor Information Sheet at the top, (2) the questionnaires, (3) the comment sheets, and (4) unused forms at the bottom. Tell the person to insert all sheets into the return envelope provided and put it in *CAMPUS MAIL*—*NOT* U.S. mail.

B. *READ THE FOLLOWING VERBATIM TO STUDENTS:*

I am going to pass out student rating forms so you can rate the quality of this course. Your participation is voluntary and you may omit specific items if you wish. To ensure confidentiality, do not put your name on the forms. There is a possibility that your handwriting on the comment sheet may be identifiable; however, I will not see any results or receive your comments until after the quarter is over and grades have been turned in. Before beginning, please read the directions and note the purpose of each section of the form. Use *pencils* only.

If you use optional items: After completing the items on the form, respond to these items (instructor supplies items) at the bottom of the form in the appropriately numbered spaces.

Use the comment sheet to note what you liked and disliked about the course. [*Optional: Please also comment on the following question (instructor supplies the question.)*]

I have chosen (*identify the person*) to distribute the forms. When you are finished, (s)he will collect them, place them in an envelope, and send them through campus mail to the Educational Assessment Center. If there are no questions, I will now leave the room and not return until all questionnaires have been completed and returned.

C. *Leave the room* while the survey is being done.

PLEASE NOTE: The UW President's Office has ruled that the computerized tabulation sheets are subject to public inspection pursuant to the rules and procedures established by the University to comply with the Public Disclosure Act (RSW 42.17). Requests for specific results will be processed and released through the Visitor's Information Bureau. This ruling does not pertain to the student open-ended comments, of which the University keeps no record.
EAC: 1-80

Optional Items:

Four of the eight optional items (1-4) use the same response positions as the items in the rest of the form (Excellent to Very Poor), while the remaining four (5-8) use a 0-9 point scale. If you use (5-8), you do not have to use every response position, but you must define for the student what each response position indicates. Also, it is important that you keep a record of the questions you ask.

You may add open-ended questions to be answered on the back of the comment sheet. This is an area where comments on books, films, guest speakers, etc., could be included.

Sample Items

You may either choose from or use these as a guide within the various areas.

I. Readings

A. For use in spaces 1-4.
Relevancy of readings in relation to course material was:

B. For use in spaces 5-8.

Amount of time required to do assigned reading:	E too little	VG	G just right	F	P too much	VP
	0	1	2	3	4	

II. Papers, Homework, etc.

A. For use in spaces 1-4.

B. For use in spaces 5-8.

	E too little	VG	G just right	F	P too much	VP
Value of comments on papers was: / Amount of homework required was:	0	1	2	3	4	

III. Media Presentations

A. For use in spaces 1-4.

B. For use in spaces 5-8.

	E too little	VG	G just right	F	P too much	VP
Value of visual aids used was: / Amount of visual aids used was:	0	1	2	3	4	

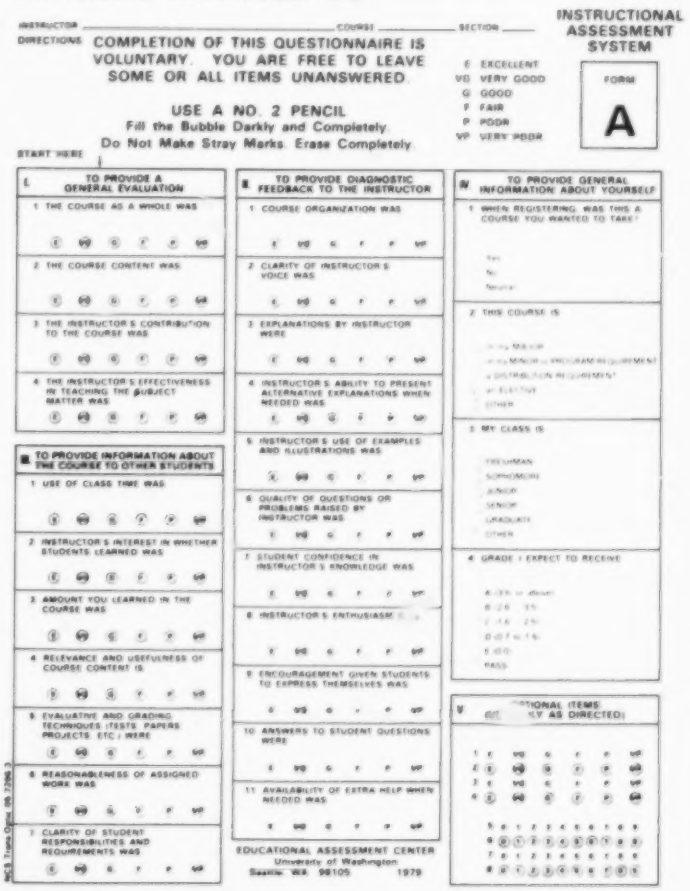
IV. Examinations

A. For use in spaces 1-4.
Clarity of wording of exam questions was:

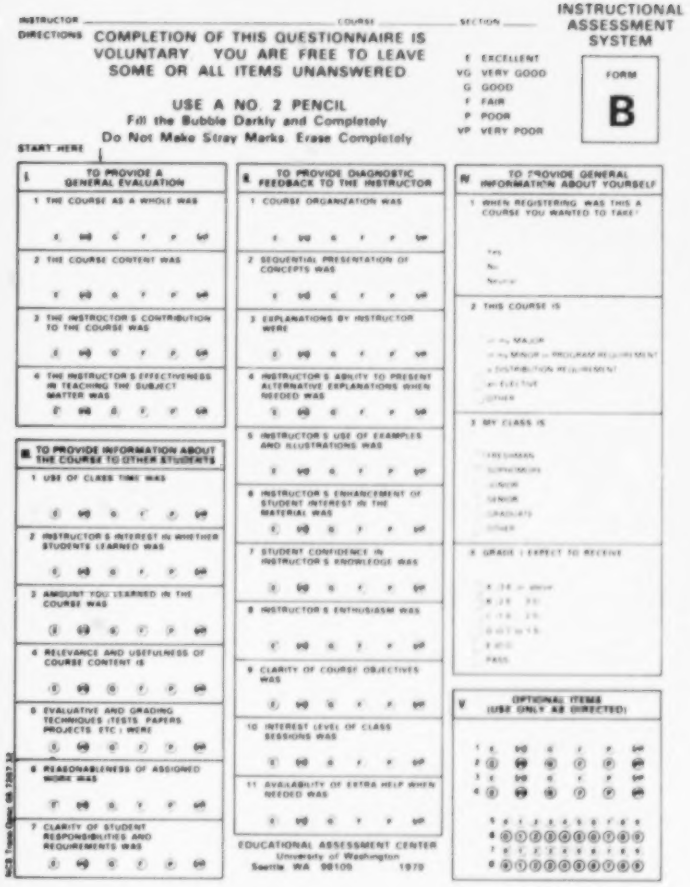
B. For use in spaces 5-8.

Level of difficulty of exams was:	E too little	VG	G just right	F	P too much	VP
	0	1	2	3	4	

STUDENT RATINGS #2


INSTRUCTOR
COURSE
SECTION
INSTRUCTIONAL ASSESSMENT SYSTEM
DIRECTIONS
COMPLETION OF THIS QUESTIONNAIRE IS VOLUNTARY. YOU ARE FREE TO LEAVE SOME OR ALL ITEMS UNANSWERED.
USE A NO. 2 PENCIL
Fill the Bubble Darkly and Completely.
Do Not Make Stray Marks. Erase Completely.
E EXCELLENT
VG VERY GOOD
G GOOD
F FAIR
P POOR
VP VERY POOR
FORM
A
START HERE
I. TO PROVIDE A GENERAL EVALUATION
1. THE COURSE AS A WHOLE WAS
2. THE COURSE CONTENT WAS
3. THE INSTRUCTOR'S CONTRIBUTION TO THE COURSE WAS
4. THE INSTRUCTOR'S EFFECTIVENESS IN TEACHING THE SUBJECT MATTER WAS
II. TO PROVIDE DIAGNOSTIC FEEDBACK TO THE INSTRUCTOR
1. COURSE ORGANIZATION WAS
2. CLARITY OF INSTRUCTOR'S VOICE WAS
3. EXPLANATIONS BY INSTRUCTOR WERE
4. INSTRUCTOR'S ABILITY TO PRESENT ALTERNATIVE EXPLANATIONS WHEN NEEDED WAS
5. INSTRUCTOR'S USE OF EXAMPLES AND ILLUSTRATIONS WAS
6. QUALITY OF QUESTIONS OR PROBLEMS RAISED BY INSTRUCTOR WAS
7. STUDENT CONFIDENCE IN INSTRUCTOR'S KNOWLEDGE WAS
8. INSTRUCTOR'S ENTHUSIASM
9. ENCOURAGEMENT GIVEN STUDENTS TO EXPRESS THEMSELVES WAS
10. ANSWERS TO STUDENT QUESTIONS WERE
11. AVAILABILITY OF EXTRA HELP WHEN NEEDED WAS
III. TO PROVIDE INFORMATION ABOUT THE COURSE TO OTHER STUDENTS
1. USE OF CLASS TIME WAS
2. INSTRUCTOR'S INTEREST IN WHETHER STUDENTS LEARNED WAS
3. AMOUNT YOU LEARNED IN THE COURSE WAS
4. RELEVANCE AND USEFULNESS OF COURSE CONTENT IS
5. EVALUATIVE AND GRADING TECHNIQUES (TESTS, PAPERS, PROJECTS, ETC.) WERE
6. REASONABLENESS OF ASSIGNED WORK WAS
7. CLARITY OF STUDENT RESPONSIBILITIES AND REQUIREMENTS WAS
IV. TO PROVIDE GENERAL INFORMATION ABOUT YOURSELF
1. WHEN REGISTERING, WAS THIS A COURSE YOU WANTED TO TAKE?
2. THIS COURSE IS
3. MY CLASS IS
FREESHMAN
SOPHOMORE
JUNIOR
SENIOR
GRADUATE
OTHER
4. GRADE I EXPECT TO RECEIVE
PASS
V. OPTIONAL ITEMS (USE ONLY AS DIRECTED)
EDUCATIONAL ASSESSMENT CENTER
University of Washington
Seattle, WA 98105 1979

STUDENT RATINGS #3



INSTRUCTOR _____ COURSE _____ SECTION _____

INSTRUCTIONAL ASSESSMENT SYSTEM

DIRECTIONS: COMPLETION OF THIS QUESTIONNAIRE IS VOLUNTARY. YOU ARE FREE TO LEAVE SOME OR ALL ITEMS UNANSWERED.

USE A NO. 2 PENCIL
Fill the Bubble Darkly and Completely.
Do Not Make Stray Marks. Erase Completely.

E EXCELLENT
VG VERY GOOD
G GOOD
F FAIR
P POOR
VP VERY POOR

FORM B

START HERE

I. TO PROVIDE A GENERAL EVALUATION
1 THE COURSE AS A WHOLE WAS
2 THE COURSE CONTENT WAS
3 THE INSTRUCTOR'S CONTRIBUTION TO THE COURSE WAS
4 THE INSTRUCTOR'S EFFECTIVENESS IN TEACHING THE SUBJECT MATTER WAS

II. TO PROVIDE DIAGNOSTIC FEEDBACK TO THE INSTRUCTOR
1 COURSE ORGANIZATION WAS
2 SEQUENTIAL PRESENTATION OF CONCEPTS WAS
3 EXPLANATIONS BY INSTRUCTOR WERE
4 INSTRUCTOR'S ABILITY TO PRESENT ALTERNATIVE EXPLANATIONS WHEN NEEDED WAS
5 INSTRUCTOR'S USE OF EXAMPLES AND ILLUSTRATIONS WAS
6 INSTRUCTOR'S ENHANCEMENT OF STUDENT INTEREST IN THE MATERIAL WAS
7 STUDENT CONFIDENCE IN INSTRUCTOR'S KNOWLEDGE WAS
8 INSTRUCTOR'S ENTHUSIASM WAS
9 CLARITY OF COURSE OBJECTIVES WAS
10 INTEREST LEVEL OF CLASS SESSIONS WAS
11 AVAILABILITY OF EXTRA HELP WHEN NEEDED WAS

III. TO PROVIDE INFORMATION ABOUT THE COURSE TO OTHER STUDENTS
1 USE OF CLASS TIME WAS
2 INSTRUCTOR'S INTEREST IN WHETHER STUDENTS LEARNED WAS
3 AMOUNT YOU LEARNED IN THE COURSE WAS
4 RELEVANCE AND USEFULNESS OF COURSE CONTENT IS
5 EVALUATIVE AND GRADING TECHNIQUES (TESTS, PAPERS, PROJECTS, ETC.) WERE
6 REASONABLENESS OF ASSIGNED WORK WAS
7 CLARITY OF STUDENT RESPONSIBILITIES AND REQUIREMENTS WAS

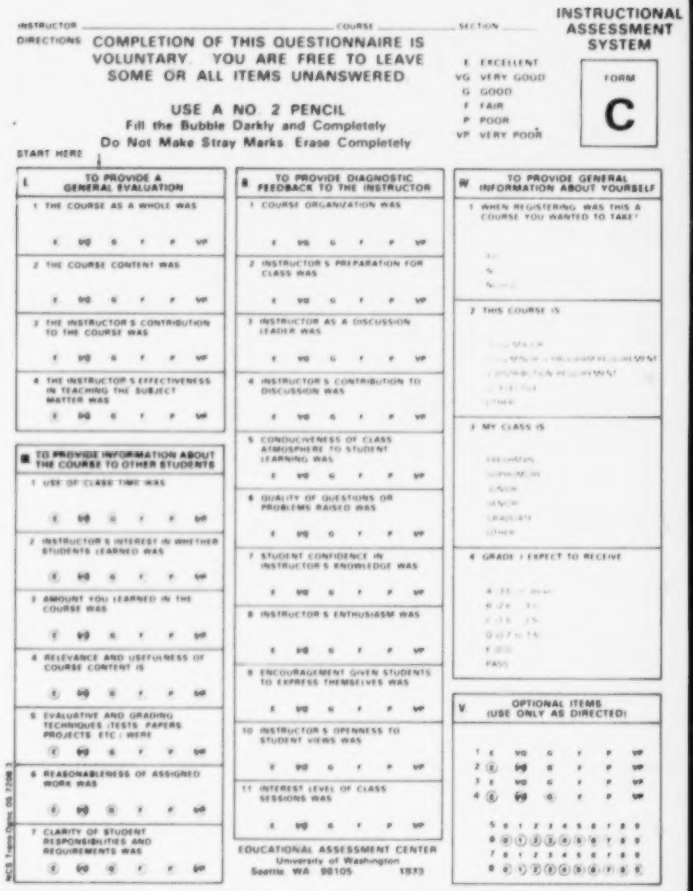
IV. TO PROVIDE GENERAL INFORMATION ABOUT YOURSELF
1 WHEN REGISTERING, WAS THIS A COURSE YOU WANTED TO TAKE?
Yes
No
Source
2 THIS COURSE IS
a MAJOR
a MINOR or PROGRAM REQUIREMENT
a DISTRIBUTION REQUIREMENT
an ELECTIVE
OTHER
3 MY CLASS IS
FRESHMAN
SOPHOMORE
JUNIOR
SENIOR
GRADUATE
OTHER
4 GRADE I EXPECT TO RECEIVE
A (3.5 or above)
B (2.5 - 3.5)
C (1.5 - 2.5)
D (0.5 to 1.5)
E (0.0)
PASS

V. OPTIONAL ITEMS (USE ONLY AS DIRECTED)

EDUCATIONAL ASSESSMENT CENTER
University of Washington
Seattle, WA 98105 1979

NCS Trans-Optic 08-2787-32

STUDENT RATINGS #4



INSTRUCTOR _____ COURSE _____ SECTION _____

INSTRUCTIONAL ASSESSMENT SYSTEM

DIRECTIONS: COMPLETION OF THIS QUESTIONNAIRE IS VOLUNTARY. YOU ARE FREE TO LEAVE SOME OR ALL ITEMS UNANSWERED.

USE A NO. 2 PENCIL
Fill the Bubble Darkly and Completely.
Do Not Make Stray Marks. Erase Completely.

E EXCELLENT
VG VERY GOOD
G GOOD
F FAIR
P POOR
VP VERY POOR

FORM C

START HERE

I. TO PROVIDE A GENERAL EVALUATION
1 THE COURSE AS A WHOLE WAS
2 THE COURSE CONTENT WAS
3 THE INSTRUCTOR'S CONTRIBUTION TO THE COURSE WAS
4 THE INSTRUCTOR'S EFFECTIVENESS IN TEACHING THE SUBJECT MATTER WAS

II. TO PROVIDE DIAGNOSTIC FEEDBACK TO THE INSTRUCTOR
1 COURSE ORGANIZATION WAS
2 INSTRUCTOR'S PREPARATION FOR CLASS WAS
3 INSTRUCTOR AS A DISCUSSION LEADER WAS
4 INSTRUCTOR'S CONTRIBUTION TO DISCUSSION WAS
5 CONDUCIVENESS OF CLASS ATMOSPHERE TO STUDENT LEARNING WAS
6 QUALITY OF QUESTIONS OR PROBLEMS RAISED WAS
7 STUDENT CONFIDENCE IN INSTRUCTOR'S KNOWLEDGE WAS
8 INSTRUCTOR'S ENTHUSIASM WAS
9 ENCOURAGEMENT GIVEN STUDENTS TO EXPRESS THEMSELVES WAS
10 INSTRUCTOR'S OPENNESS TO STUDENT VIEWS WAS
11 INTEREST LEVEL OF CLASS SESSIONS WAS

III. TO PROVIDE INFORMATION ABOUT THE COURSE TO OTHER STUDENTS
1 USE OF CLASS TIME WAS
2 INSTRUCTOR'S INTEREST IN WHETHER STUDENTS LEARNED WAS
3 AMOUNT YOU LEARNED IN THE COURSE WAS
4 RELEVANCE AND USEFULNESS OF COURSE CONTENT IS
5 EVALUATIVE AND GRADING TECHNIQUES (TESTS, PAPERS, PROJECTS, ETC.) WERE
6 REASONABLENESS OF ASSIGNED WORK WAS
7 CLARITY OF STUDENT RESPONSIBILITIES AND REQUIREMENTS WAS

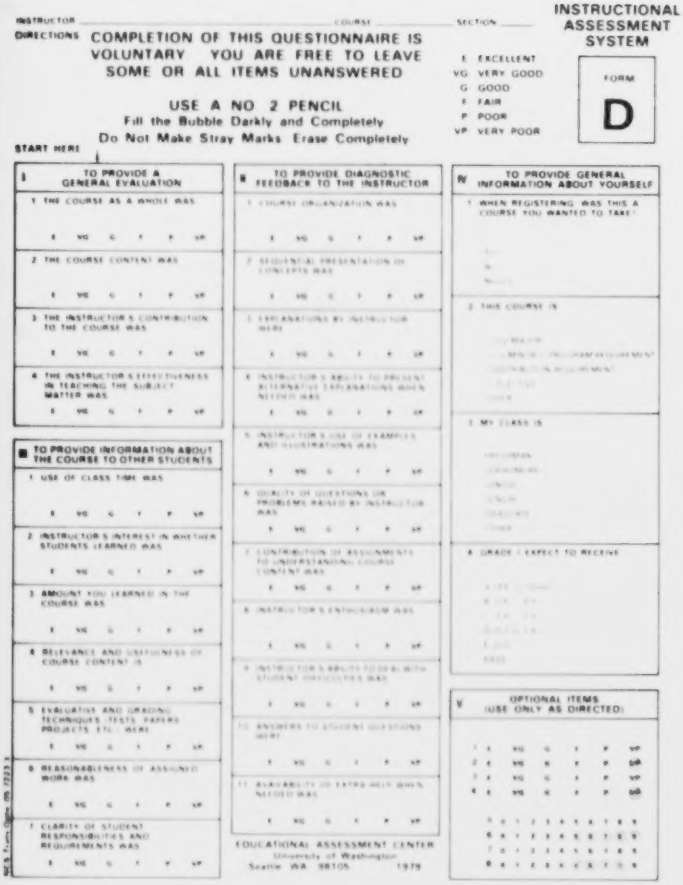
IV. TO PROVIDE GENERAL INFORMATION ABOUT YOURSELF
1 WHEN REGISTERING, WAS THIS A COURSE YOU WANTED TO TAKE?
Yes
No
Source
2 THIS COURSE IS
a MAJOR
a MINOR or PROGRAM REQUIREMENT
a DISTRIBUTION REQUIREMENT
an ELECTIVE
OTHER
3 MY CLASS IS
FRESHMAN
SOPHOMORE
JUNIOR
SENIOR
GRADUATE
OTHER
4 GRADE I EXPECT TO RECEIVE
A (3.5 or above)
B (2.5 - 3.5)
C (1.5 - 2.5)
D (0.5 to 1.5)
E (0.0)
PASS

V. OPTIONAL ITEMS (USE ONLY AS DIRECTED)

EDUCATIONAL ASSESSMENT CENTER
University of Washington
Seattle, WA 98105 1973

NCS Trans-Optic 08-2788-3

STUDENT RATINGS #5



INSTRUCTOR _____ COURSE _____ SECTION _____

DIRECTIONS COMPLETION OF THIS QUESTIONNAIRE IS VOLUNTARY. YOU ARE FREE TO LEAVE SOME OR ALL ITEMS UNANSWERED.

USE A NO. 2 PENCIL
Fill the Bubble Darkly and Completely
Do Not Make Stray Marks. Erase Completely.

E EXCELLENT
VG VERY GOOD
G GOOD
F FAIR
P POOR
VP VERY POOR

INSTRUCTIONAL ASSESSMENT SYSTEM

FORM D

START HERE

I TO PROVIDE A GENERAL EVALUATION
1 THE COURSE AS A WHOLE WAS
2 THE COURSE CONTENT WAS
3 THE INSTRUCTOR'S CONTRIBUTION TO THE COURSE WAS
4 THE INSTRUCTOR'S EFFECTIVENESS IN TEACHING THE SUBJECT MATTER WAS

II TO PROVIDE DIAGNOSTIC FEEDBACK TO THE INSTRUCTOR
1 COURSE ORGANIZATION WAS
2 SEQUENTIAL PRESENTATION OF CONCEPTS WAS
3 EXPLANATIONS BY INSTRUCTOR WERE
4 INSTRUCTOR'S ABILITY TO PRESENT ALTERNATIVE EXPLANATIONS WHEN NEEDED WAS
5 INSTRUCTOR'S USE OF EXAMPLES AND ILLUSTRATIONS WAS
6 QUALITY OF QUESTIONS OR PROBLEMS RAISED BY INSTRUCTOR WAS
7 CONTRIBUTION OF ASSIGNMENTS TO UNDERSTANDING COURSE CONTENT WAS
8 INSTRUCTOR'S ENTHUSIASM WAS
9 INSTRUCTOR'S ABILITY TO DEAL WITH STUDENT DIFFICULTIES WAS
10 ANSWERS TO STUDENT QUESTIONS WERE
11 AVAILABILITY OF EXTRA HELP WHEN NEEDED WAS

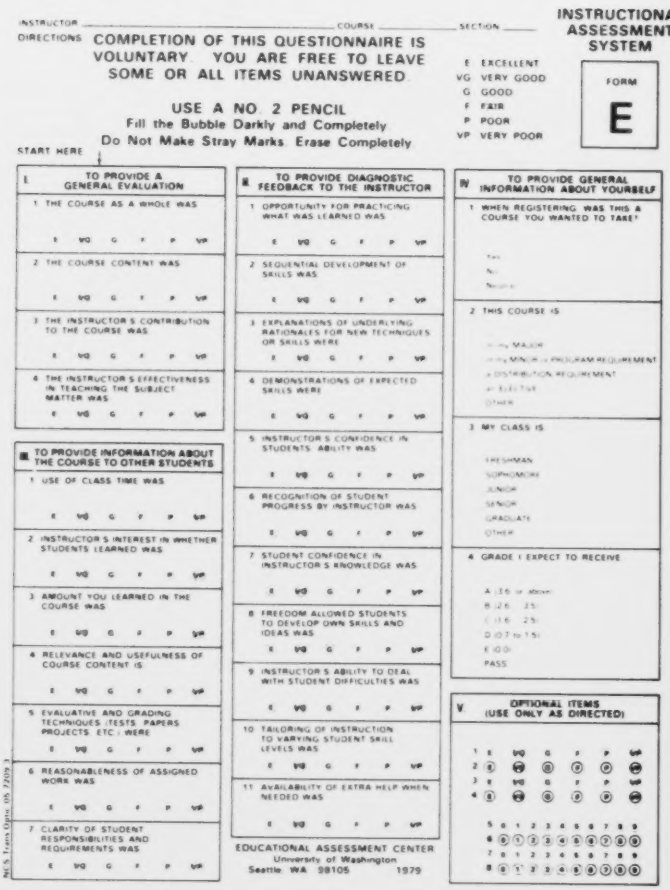
III TO PROVIDE INFORMATION ABOUT THE COURSE TO OTHER STUDENTS
1 USE OF CLASS TIME WAS
2 INSTRUCTOR'S INTEREST IN WHETHER STUDENTS LEARNED WAS
3 AMOUNT YOU LEARNED IN THE COURSE WAS
4 RELEVANCE AND USEFULNESS OF COURSE CONTENT IS
5 EVALUATIVE AND GRADING TECHNIQUES (TESTS, PAPERS, PROJECTS, ETC.) WERE
6 REASONABLENESS OF ASSIGNED WORK WAS
7 CLARITY OF STUDENT RESPONSIBILITIES AND REQUIREMENTS WAS

IV TO PROVIDE GENERAL INFORMATION ABOUT YOURSELF
1 WHEN REGISTERING, WAS THIS A COURSE YOU WANTED TO TAKE?
2 THIS COURSE IS
3 MY CLASS IS
4 GRADE I EXPECT TO RECEIVE

V OPTIONAL ITEMS (USE ONLY AS DIRECTED)

EDUCATIONAL ASSESSMENT CENTER
University of Washington
Seattle, WA 98105 1979

STUDENT RATINGS #6



INSTRUCTOR _____ COURSE _____ SECTION _____

DIRECTIONS COMPLETION OF THIS QUESTIONNAIRE IS VOLUNTARY. YOU ARE FREE TO LEAVE SOME OR ALL ITEMS UNANSWERED.

USE A NO. 2 PENCIL
Fill the Bubble Darkly and Completely
Do Not Make Stray Marks. Erase Completely.

E EXCELLENT
VG VERY GOOD
G GOOD
F FAIR
P POOR
VP VERY POOR

INSTRUCTIONAL ASSESSMENT SYSTEM

FORM E

START HERE

I TO PROVIDE A GENERAL EVALUATION
1 THE COURSE AS A WHOLE WAS
2 THE COURSE CONTENT WAS
3 THE INSTRUCTOR'S CONTRIBUTION TO THE COURSE WAS
4 THE INSTRUCTOR'S EFFECTIVENESS IN TEACHING THE SUBJECT MATTER WAS

II TO PROVIDE DIAGNOSTIC FEEDBACK TO THE INSTRUCTOR
1 OPPORTUNITY FOR PRACTICING WHAT WAS LEARNED WAS
2 SEQUENTIAL DEVELOPMENT OF SKILLS WAS
3 EXPLANATIONS OF UNDERLYING RATIONALES FOR NEW TECHNIQUES OR SKILLS WERE
4 DEMONSTRATIONS OF EXPECTED SKILLS WERE
5 INSTRUCTOR'S CONFIDENCE IN STUDENTS' ABILITY WAS
6 RECOGNITION OF STUDENT PROGRESS BY INSTRUCTOR WAS
7 STUDENT CONFIDENCE IN INSTRUCTOR'S KNOWLEDGE WAS
8 FREEDOM ALLOWED STUDENTS TO DEVELOP OWN SKILLS AND IDEAS WAS
9 INSTRUCTOR'S ABILITY TO DEAL WITH STUDENT DIFFICULTIES WAS
10 TAILORING OF INSTRUCTION TO VARYING STUDENT SKILL LEVELS WAS
11 AVAILABILITY OF EXTRA HELP WHEN NEEDED WAS

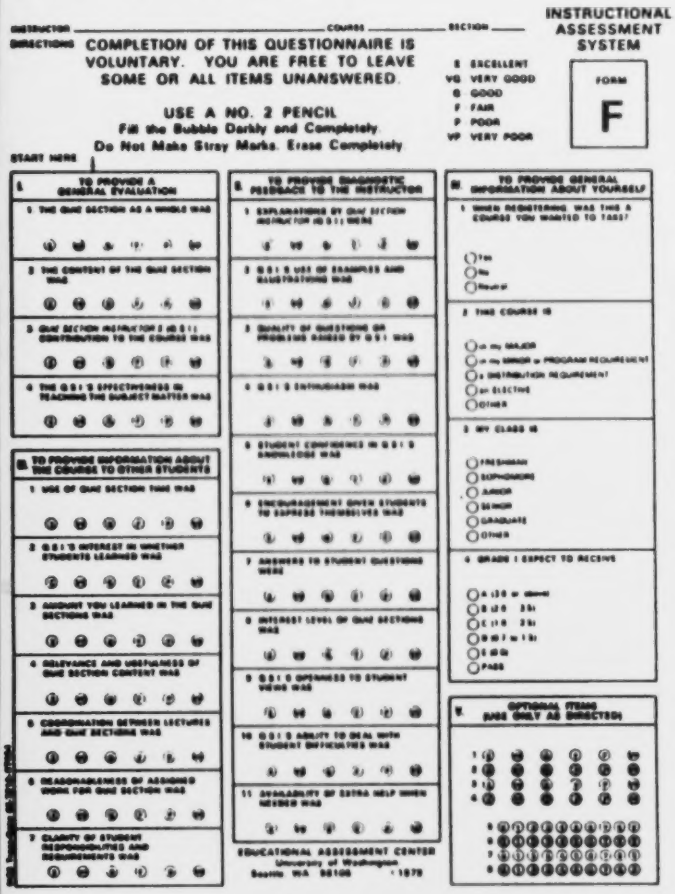
III TO PROVIDE INFORMATION ABOUT THE COURSE TO OTHER STUDENTS
1 USE OF CLASS TIME WAS
2 INSTRUCTOR'S INTEREST IN WHETHER STUDENTS LEARNED WAS
3 AMOUNT YOU LEARNED IN THE COURSE WAS
4 RELEVANCE AND USEFULNESS OF COURSE CONTENT IS
5 EVALUATIVE AND GRADING TECHNIQUES (TESTS, PAPERS, PROJECTS, ETC.) WERE
6 REASONABLENESS OF ASSIGNED WORK WAS
7 CLARITY OF STUDENT RESPONSIBILITIES AND REQUIREMENTS WAS

IV TO PROVIDE GENERAL INFORMATION ABOUT YOURSELF
1 WHEN REGISTERING, WAS THIS A COURSE YOU WANTED TO TAKE?
2 THIS COURSE IS
3 MY CLASS IS
4 GRADE I EXPECT TO RECEIVE

V OPTIONAL ITEMS (USE ONLY AS DIRECTED)

EDUCATIONAL ASSESSMENT CENTER
University of Washington
Seattle, WA 98105 1979

STUDENT RATINGS #7


INSTRUCTOR _____ COURSE _____ SECTION _____

INSTRUCTIONAL ASSESSMENT SYSTEM

DIRECTIONS COMPLETION OF THIS QUESTIONNAIRE IS VOLUNTARY. YOU ARE FREE TO LEAVE SOME OR ALL ITEMS UNANSWERED.

USE A NO. 2 PENCIL
Fill the Bubble Darkly and Completely
Do Not Make Stray Marks. Erase Completely

E EXCELLENT
VG VERY GOOD
G GOOD
F FAIR
P POOR
VP VERY POOR

FORM F

START HERE

I. TO PROVIDE A GENERAL EVALUATION
1 THE OUAC SECTION AS A WHOLE WAS
2 THE CONTENT OF THE OUAC SECTION WAS
3 OUAC SECTION INSTRUCTOR'S (OR GTA'S) CONTRIBUTION TO THE COURSE WAS
4 THE GTA'S EFFECTIVENESS IN TEACHING THE SUBJECT MATTER WAS

II. TO PROVIDE INFORMATION ABOUT THE COURSE TO OTHER STUDENTS
1 USE OF OUAC SECTION TIME WAS
2 GTA'S INTEREST IN WHETHER STUDENTS LEARNED WAS
3 AMOUNT YOU LEARNED IN THE OUAC SECTIONS WAS
4 RELEVANCE AND USEFULNESS OF OUAC SECTION CONTENT WAS
5 COORDINATION BETWEEN LECTURES AND OUAC SECTIONS WAS
6 REASONABLENESS OF ASSIGNED WORK FOR OUAC SECTION WAS
7 CLARITY OF STUDENT RESPONSIBILITIES AND REQUIREMENTS WAS

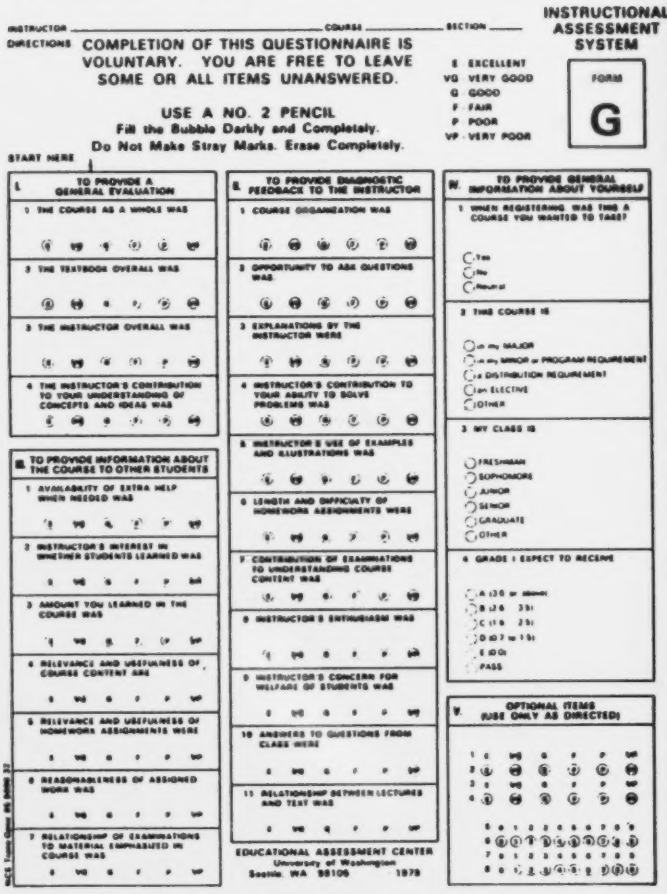
III. TO PROVIDE DIAGNOSTIC FEEDBACK TO THE INSTRUCTOR
1 EXPLANATIONS BY OUAC SECTION INSTRUCTOR (OR GTA) WERE
2 GTA'S USE OF EXAMPLES AND ILLUSTRATIONS WAS
3 QUALITY OF QUESTIONS OR PROBLEMS RAISED BY GTA WAS
4 GTA'S ENTHUSIASM WAS
5 STUDENT CONFIDENCE IN GTA'S KNOWLEDGE WAS
6 ENCOURAGEMENT GIVEN STUDENTS TO EXPRESS THEMSELVES WAS
7 ANSWERS TO STUDENT QUESTIONS WERE
8 INTEREST LEVEL OF OUAC SECTIONS WAS
9 GTA'S OPENNESS TO STUDENT VIEWS WAS
10 GTA'S ABILITY TO DEAL WITH STUDENT DIFFICULTIES WAS
11 AVAILABILITY OF EXTRA HELP WHEN NEEDED WAS

EDUCATIONAL ASSESSMENT CENTER
University of Washington
Seattle, WA 98105 1979

IV. TO PROVIDE GENERAL INFORMATION ABOUT YOURSELF
1 WHEN REGISTERING, WAS THIS A COURSE YOU WANTED TO TAKE?
Yes
No
Neutral
2 THIS COURSE IS
in my MAJOR
in my MINOR or PROGRAM REQUIREMENT
a DISTRIBUTION REQUIREMENT
an ELECTIVE
OTHER
3 MY CLASS IS
FRESHMAN
SOPHOMORE
JUNIOR
SENIOR
GRADUATE
OTHER
4 GRADE I EXPECT TO RECEIVE
A (3.5 or above)
B (2.5 - 3.4)
C (1.5 - 2.4)
D (0.7 to 1.4)
E (0.0)
PASS

V. OPTIONAL ITEMS (USE ONLY AS DIRECTED)

STUDENT RATINGS #8


INSTRUCTOR _____ COURSE _____ SECTION _____

INSTRUCTIONAL ASSESSMENT SYSTEM

DIRECTIONS COMPLETION OF THIS QUESTIONNAIRE IS VOLUNTARY. YOU ARE FREE TO LEAVE SOME OR ALL ITEMS UNANSWERED.

USE A NO. 2 PENCIL
Fill the Bubble Darkly and Completely.
Do Not Make Stray Marks. Erase Completely.

E EXCELLENT
VG VERY GOOD
G GOOD
F FAIR
P POOR
VP VERY POOR

FORM G

START HERE

I. TO PROVIDE A GENERAL EVALUATION
1 THE COURSE AS A WHOLE WAS
2 THE TEXTBOOK OVERALL WAS
3 THE INSTRUCTOR OVERALL WAS
4 THE INSTRUCTOR'S CONTRIBUTION TO YOUR UNDERSTANDING OF CONCEPTS AND IDEAS WAS

II. TO PROVIDE INFORMATION ABOUT THE COURSE TO OTHER STUDENTS
1 AVAILABILITY OF EXTRA HELP WHEN NEEDED WAS
2 INSTRUCTOR'S INTEREST IN WHETHER STUDENTS LEARNED WAS
3 AMOUNT YOU LEARNED IN THE COURSE WAS
4 RELEVANCE AND USEFULNESS OF COURSE CONTENT ARE
5 RELEVANCE AND USEFULNESS OF HOMEWORK ASSIGNMENTS WERE
6 REASONABLENESS OF ASSIGNED WORK WAS
7 RELATIONSHIP OF EXAMINATIONS TO MATERIAL EMPHASIZED IN COURSE WAS

III. TO PROVIDE DIAGNOSTIC FEEDBACK TO THE INSTRUCTOR
1 COURSE ORGANIZATION WAS
2 OPPORTUNITY TO ASK QUESTIONS WAS
3 EXPLANATIONS BY THE INSTRUCTOR WERE
4 INSTRUCTOR'S CONTRIBUTION TO YOUR ABILITY TO SOLVE PROBLEMS WAS
5 INSTRUCTOR'S USE OF EXAMPLES AND ILLUSTRATIONS WAS
6 LENGTH AND DIFFICULTY OF HOMEWORK ASSIGNMENTS WERE
7 CONTRIBUTION OF EXAMINATIONS TO UNDERSTANDING COURSE CONTENT WAS
8 INSTRUCTOR'S ENTHUSIASM WAS
9 INSTRUCTOR'S CONCERN FOR WELFARE OF STUDENTS WAS
10 ANSWERS TO QUESTIONS FROM CLASS WERE
11 RELATIONSHIP BETWEEN LECTURES AND TEXT WAS

EDUCATIONAL ASSESSMENT CENTER
University of Washington
Seattle, WA 98105 1979

IV. TO PROVIDE GENERAL INFORMATION ABOUT YOURSELF
1 WHEN REGISTERING, WAS THIS A COURSE YOU WANTED TO TAKE?
Yes
No
Neutral
2 THIS COURSE IS
in my MAJOR
in my MINOR or PROGRAM REQUIREMENT
a DISTRIBUTION REQUIREMENT
an ELECTIVE
OTHER
3 MY CLASS IS
FRESHMAN
SOPHOMORE
JUNIOR
SENIOR
GRADUATE
OTHER
4 GRADE I EXPECT TO RECEIVE
A (3.5 or above)
B (2.5 - 3.4)
C (1.5 - 2.4)
D (0.7 to 1.4)
E (0.0)
PASS

V. OPTIONAL ITEMS (USE ONLY AS DIRECTED)

STUDENT RATINGS #9

Catalogue of Optional Items for use with Student Ratings

Item Categories

A. Instructor Contribution
B. Attitude Toward Students
C. Student Outcomes
D. Relevance of Course
E. Use of Class Time
F. Organization and Preparation
G. Clarity of Presentation
H. Instructor Characteristics
I. Interest of Presentation
J. Expectations and Objectives
K. Behavioral Indications of Course Attitude
L. General Attitude Toward Instructor
M. Speed and Depth of Coverage
N. Out-of-Class
O. Examinations
P. Visual Aids
Q. Grading
R. Assignments
S. Laboratory and Recitation

A. Instructor Contribution

1. The teacher used a number of case studies or illustrations to clarify concepts.
2. The teacher's lectures and class discussions broadened my knowledge of the area beyond my accumulated knowledge from the reading.
3. Instructor should relate course more to student experience and problems.
4. The instructor left you with the impression that the course material is worthwhile.
5. The instructor instilled in you an interest and enthusiasm about the material.
6. You generally enjoyed going to class.
7. The instructor related to your experiences when explaining course material.
8. The instructor integrated the course material with what you had previously learned.
9. The instructor incorporated current material into the course.
10. The instructor made you aware of the current problems in this field.
11. The instructor showed how the course is related to the practical world.
12. The instructor's use of examples or personal experiences helped to get points across in class.
13. The instructor clarified complex sections of the text.
14. The instructor adapted the course to your level of comprehension.
15. The instructor exposed students to wide and diverse approaches to problems and some of their solutions.
16. The instructor integrated theory and application.
17. The teacher accepted that other viewpoints than his own could possibly be valid.
18. The instructor provided information that supplemented assigned material.
19. The instructor should have given additional sources where supplementary information might be found.
20. The instructor imparted essential material that was not in the text.
21. The instructor gave me a great deal which I could not or would not get by independent study.
22. The teacher used his knowledge of other fields to help my understanding of the field being studied.
23. The instructor was able to relate information in his field to other fields.
24. Regular class attendance was necessary for learning and understanding course material.

B. Attitude Toward Students

1. The instructor encouraged students to express opinions.
2. The instructor seemed unaware of the needs of his students at times.
3. The instructor seemed to be concerned with whether the students learned the material.
4. The instructor appeared receptive to new ideas and others' viewpoints.
5. The instructor intimidated or embarrassed students.
6. You were hesitant to ask questions in this course.
7. The instructor knew the names of students.
8. You were in rapport with the instructor.
9. The instructor maintained a warm and democratic atmosphere in this class.
10. The instructor recognized individual differences in the ability of students.
11. The teacher took a great interest in the students.
12. The instructor was receptive to the expression of student views.
13. The instructor seemed to generally dislike students.
14. The instructor often made you feel like you were wasting his time.
15. The instructor treated students as inferiors.
16. The instructor seemed genuinely interested in you as a person.

C. Student Outcomes

1. You are now able to communicate the materials to others.
2. This course has increased your capacity for analytic thinking.
3. This course was helpful in developing new skills.
4. This course aided you in understanding or solving some of your personal problems.
5. You learned more in this course than in similar courses.
6. You generally understood the material presented in this course.
7. You felt that this course challenged you intellectually.
8. You have become more competent in this area due to this course.
9. You performed up to your potential.
10. Your opinions about some of the topics which were covered changed because of taking this course.
11. You learned many new facts in this course.
12. You have learned more in this course than you expected to learn.
13. You really had to think about some of the ideas discussed.
14. You are a better person because of taking this course.

D. Relevance of Course

1. This course material will be related to future courses.
2. The course provided you with a general background in this area.
3. You were interested in learning the course material.
4. The course material was of personal interest aside from its professional application.
5. This course has helped you to decide about your interest in this area.
6. This course has given you an interest in this area which will continue for some time.
7. You have learned the basic concepts in the courses subject area which you will be able to carry over to other things.
8. This course has stimulated you to do outside reading on your own.
9. You plan to take additional courses in this field.
10. The material covered in this course will be directly relevant to your occupation.
11. The course gave you skills and techniques which will be directly applicable to your career.
12. The concepts in this course were pertinent to your major field.
13. The content of this course impressed you as important and relevant for you.
14. The course was valuable only to majors in the field.
15. This course should be required for a major in this area.
16. The course was unrelated to your personal goals and your preparation for reaching them.
17. This course will be of use to you in your career.
18. The course has no relevance outside of a grade and credit hours.
19. You were interested in the subject before you took this course.

E. Use of Class Time

1. Instructor should do more to restrain students who monopolize class time.
2. The instructor generally stimulated class discussion.
3. The instructor had a tight rein on the conduct of class.
4. You had an opportunity to participate in discussions with the instructor.
5. The instructor did not cover the reading assignments in sufficient depth in class.

6. You participated more in class discussion in this course than in similar courses.
7. Instructor should spend less time in class discussion.
8. Instructor should encourage students to participate more actively in class discussions.
9. Instructor should allow more opportunity for answering questions in class.
10. The student had an opportunity to ask questions.
11. The amount of time allocated to the class periods should be reduced.
12. The instructor used student questions as a source for discovering points of confusion.
13. Questions were answered satisfactorily by the instructor.
14. The instructor was generally too involved with lecturing to be aware of the class.
15. The instructor provided a good mixture of lecture and discussion.
16. The class presentations were too formal.
17. The instructor over-emphasized minor points.
18. The instructor was not willing to deviate from his course plans to meet the needs of the students.

F. Organization and Preparation

1. The instructor followed his stated course outline.
2. The instructor's class presentations made for easy note taking.
3. The instructor presented material in a clear and logical manner.
4. The course was well organized.
5. The course material appeared to be presented in logical content units.
6. There was continuity from one class to the next.
7. The instructor presented a systematic approach to the course material.
8. The class presentations were well organized.
9. The instructor appeared to relate the course concepts in a systematic manner.
10. The instructor was prepared for class.
11. The instructor was generally prepared for lectures.
12. The instructor frequently digressed from the subject matter of the course.
13. The teacher rarely digressed from the point at hand to the detriment of the course.
14. Lectures often seemed disjointed and fragmented.

G. Clarity of Presentation

1. The instructor's voice was audible.
2. The instructor's voice was clear and understandable.
3. The instructor's vocabulary made understanding of the material difficult.
4. Sometimes it was difficult to hear what the instructor was saying.
5. The instructor lectured above the level of the class.
6. The instructor's lack of facility with the English language was a hindrance to the communication of ideas.
7. The instructor generally expressed ideas clearly.
8. The teacher rarely spoke above the heads of the students.
9. The instructor could communicate his subject matter to the students.
10. Instructor should define the words he uses.
11. The instructor's tendency to stutter or stammer was annoying.
12. The instructor often mumbled or talked with his back to the students.

H. Instructor Characteristics

1. Instructor should improve his personal appearance.
2. The instructor flustered easily.
3. The instructor showed mastery of the subject area.
4. The instructor seemed to be interested in teaching.
5. The instructor was enthusiastic when presenting course material.
6. The instructor seemed to consider teaching as a chore or routine activity.
7. The instructor was friendly and relaxed in front of class.
8. The instructor had a thorough knowledge of his subject matter.
9. Sometimes, the instructor displayed only a shallow understanding of course material.
10. The instructor seemed genuinely interested in what he was teaching.
11. The instructor seemed tense at times.
12. The instructor characteristically exhibited self-confidence.
13. The instructor showed mastery of the subject matter.
14. The instructor displayed a "know-it-all" attitude.
15. The instructor was too cynical and sarcastic.
16. The instructor often appeared arrogant.

I. Interest of Presentation

1. The instructor was enthusiastic when presenting course material.
2. Instructor should reduce the monotony of his speech.
3. The instructor made the subject matter interesting.
4. The instructor was generally boring.
5. The instructor's presentations were generally thought provoking.
6. The instructor's classroom sessions stimulated my interest in the subject.
7. You were generally attentive in class.
8. Your classmates seemed to be generally interested and involved during class sessions.
9. The instructor was generally quite lifeless.
10. Remaining attentive in class was often difficult.

J. Expectations and Objectives

1. The instructor clearly specified the course assignments.
2. You were informed of the direction the course was to take.
3. The objectives of the course were adequately explained.
4. The objectives of this course should be modified.
5. The content of this course was appropriate to the aims and objectives of the course.
6. Your responsibilities in this course were defined.
7. Instructor should rewrite the description of the course in the catalogue.
8. What was expected of you in this class was not always clear.
9. It was not clear why you were being taught some things.

K. Behavioral Indications of Course Attitude

1. The time spent in this course was worthwhile.
2. Your attendance for this course has been better than for other courses.
3. You usually delay studying for this course as long as possible.
4. You spend more time than usual complaining about this course to others.
5. You would take this course even if it were not required.
6. You would recommend this course to a friend.
7. You looked forward to this class.
8. You cut class more frequently than you cut other classes.

L. General Attitude toward Instructor

1. I would like to take another course with this teacher.
2. In comparison with all other instructors I have ever had, this instructor was one of the best.
3. You would recommend this instructor to a friend.
4. You would avoid courses taught by this instructor.
5. The instructor was very good.
6. The instructor was below average.
7. Overall, the instructor was inadequate.

M. Speed and Depth of Coverage

1. Too much material was covered in this course.
2. Prerequisites in addition to those stated in the catalogue are necessary for understanding the material in this course.
3. Within the time limitations, the instructor covered the course content in sufficient depth.
4. For the time allotted, topic coverage was exhaustive enough.
5. The instructor covered an adequate amount of material in this course.
6. The course material was presented at a satisfactory level of difficulty.
7. The instructor attempted to cover too much material.
8. The instructor generally presented the material too rapidly.
9. Instructor should present material more slowly.
10. The instructor moved to new topics before students understood the previous topic.
11. The course seemed to drag at times.

N. Out-of-Class

1. Assistance from the instructor outside of class was readily available.
2. The teacher was readily available to students in his office.
3. Talking to the instructor in his office was helpful.
4. You were able to get personal help in this course if you needed it.

5. The office hours were scheduled at times convenient for you to attend.
6. The instructor was available for consultation with students.
7. The instructor encouraged out-of-class consultations.
8. The instructor made it clear that he did not want to be bothered by students at times other than when the class met.

O. Examinations

1. Instructor should give more examinations.
2. Instructor should reduce emphasis on memorizing for examinations.
3. Instructor should cover the course more adequately in the examinations.
4. The exam(s) were clearly worded.
5. The exam(s) gave the student who had done outside reading an opportunity to gain credit for his work.
6. Examinations were given often enough to give the instructor a comprehensive picture of your understanding of course material.
7. The exams covered reading assignments well.
8. The exams covered the lecture material well.
9. The exams concentrated on reasoning and original material.
10. The exams concentrated on factual material.
11. The exams concentrated on the important aspects of the course.
12. Exam(s) and quizzes were given too frequently.
13. The exam(s) were fair.
14. The instructor took reasonable precautions to prevent cheating.
15. Class objectives were reflected in the exams.
16. Exam(s) adequately covered the text material.
17. Exam(s) were mainly comprised of material presented in class.
18. The answers to the exam questions were adequately explained after the exam was given.
19. You had enough time during the examination periods.
20. A reasonable amount of emphasis was placed on the final exam.
21. The type of examinations was appropriate to the course content.
22. Examinations were too difficult.
23. The examinations did not challenge me enough.

P. Visual Aids

1. Instructor should use more visual aids (charts, movies, models, etc.).
2. The visual aids are a valuable part of this course.
3. The visual aids confused me more than they aided my learning.
4. Some of the visual aids did not seem relevant.
5. Visual aids were used too much in this class.

Q. Grading

1. Relative to other courses, the grading in this course was harder.
2. You expected to get a higher grade in this course than you have now.
3. Your field work was given appropriate weight in the formulation of the final grade.
4. Your grades accurately represented your performance in the course.
5. The instructor gave adequate explanations concerning the test grades.
6. You knew your relative standing in the course.
7. The grading system was adequately explained.
8. The instructor adequately assessed how well students mastered the material.
9. The procedure for grading was fair.
10. You do not feel the grade you are getting reflects how much you have learned.
11. The method of assigning grades seemed very arbitrary.
12. The instructor was very fair in assigning grades.
13. It was easy to get a good grade in this class.

R. Assignments

1. The assignments were challenging.
2. The assigned readings were too time consuming.
3. The reading assignments were relevant to what was presented in class.
4. The reading assignments provided background material for the lectures.
5. The non-text assignments were helpful in acquiring a better understanding of the course material.
6. You have made careful and consistent preparations for this course.
7. In this course you used your study time effectively.
8. You spent more time studying for this course than for other courses with the same number of credit.
9. The course required too much time in relation to the amount of credit given.
10. Instructor should require more outside reading.
11. The homework assignments were too time consuming relative to their contribution to your understanding of the course material.
12. You generally found the coverage of topics in the assigned readings too difficult.
13. The reading assignments were interesting.
14. Readings covered both sides of issues.
15. Outside readings were relevant to the rest of the course.
16. The course required a reasonable amount of outside reading.
17. Your papers had adequate comments on them.
18. The text used in the course was helpful.
19. There was too much homework required for this class.
20. More homework should have been assigned.

S. Laboratory and Recitation

1. You generally found the laboratories or recitations interesting.
2. The laboratory or recitation instructor adequately prepared you for the material covered in his section.
3. The laboratory or recitation instructor clarified lecture material.
4. The laboratory (recitation) instructor carried on meaningful dialogue with the students.
5. The laboratory (recitation) instructor provided adequate individual remedial attention.
6. The laboratory (recitation) instructor knew your name.
7. The laboratory (recitation) instructor discovered your trouble areas.
8. The laboratory (recitation) instructor helped you to find supplementary references.
9. You generally found the laboratory or recitation sessions valuable.
10. The laboratory (recitation) instructor was available during office hours.
11. The questions on the laboratory (recitation) quizzes were generally a good sample of what you should be expected to know.
12. The lab increased your competence in manipulating lab materials.
13. The lab equipment was, on most occasions, effectively set up.
14. The laboratory (recitation) instructor related lecture material to real life situations.
15. The laboratory (recitation) instructor presented material above and beyond the lecture material.
16. The laboratory (recitation) instructor has the potential for being a competent career teacher.
17. The laboratory (recitation) instructor graded your papers (exams, homework) in a consistent manner.
18. The laboratory (recitation) instructor extended the coverage of topics presented in lecture.
19. The laboratory (recitation) section appeared to be well-integrated with the lecture.
20. Your laboratory work has been beneficial and rewarding in terms of the goals of this course.
21. Your laboratory work has been beneficial and rewarding in terms of your personal goals.
22. The lab work was given appropriate weight in the formulation of final grades.
23. The use of laboratory equipment was satisfactorily explained.

STUDENT RATINGS #10

Instructor_____ Date_____ Course_____

PLEASE USE THIS SHEET FOR WRITTEN COMMENTS

Your answers to the following questions will be used by the instructor to improve this course and his/her teaching for future courses; therefore, try to be as thoughtful and constructive as possible in your comments.

This sheet with your handwritten comments will be returned to the instructor after the grades have been turned in.

You are *NOT* required to answer any of these questions.

I. What aspects of the teaching or content of this course do you feel were especially good?

II. What changes could be made to improve the teaching or content of this course?

III. Use the back for additional comments or special questions.

STUDENT RATINGS #11

SMALL GROUP INSTRUCTIONAL DIAGNOSIS

Organizing a course is a complex and time-consuming process, involving the selecting of content, the determining of presentation methods, and the designing of instructional materials and tests. Following this initial organization and presentation of the course, instructors face many questions in evaluating the course content and process. Was all of the material relevant? Is there new material to add, and if so, how do I incorporate it in the present course outline? Are the students learning what I had intended that they learn? Are there more effective ways to present the material? How is the pacing of the course: too fast or too slow?

The Small Group Instructional Diagnosis (SGID) method of course evaluation is directed at helping instructors answer these questions. This method not only identifies problem areas, but also generates some alternatives for the suggested revisions. Possible secondary benefits include increased student interest in and acceptance of the course material and methods.

Implementing the SGID method involves only about 20 to 30 minutes of class time. The class members are asked to form small (six-member) groups, preferably with persons they do not know well. The groups are asked to choose a chair/spokesperson and then to come to some consensus on the following questions:

(1) What do you like about the course?
(2) What do you think needs improvement?
(3) How do you recommend that your suggested improvement be accomplished?

The groups are asked to report back to the entire class following 10 minutes of group discussion. The students' suggestions are collected and summarized by the facilitator on a blackboard or overhead projector. Individual student comments on the results and the evaluation process are elicited. Later, the facilitator meets with the instructor to discuss the evaluation and, if desired, to assist in developing a plan for implementing instructional alternatives.

Course instructors are urged to refrain from announcing the upcoming evaluation session, to insure an element of spontaneity in response from students. Moreover, advance notice might discourage some students from attending the session. Students who are hesitant about expressing opinions in evaluation, or skeptical of evaluation due to previous experiences with more impersonal methods, are just as important to the process as those holding strong beliefs about the course and instructor. Student participation in the evaluation process is voluntary, however, and strict confidentiality of students' responses will be maintained. The course instructor is not present during the evaluation period so that students can feel more open to make comments they might feel uncomfortable in voicing directly to the instructor.

Student and instructor response to this method has been positive. Feedback elicited by SGID has been consistent within individual classes and has helped to focus on the major issues and characteristics of the classes. Student participants have expressed greater satisfaction with the SGID method than with more depersonalized and highly structured methods such as questionnaires. The SGID method is generally used as a mid-quarter evaluation which provides instructors with an opportunity to implement immediate change in courses. Students are more directly involved in the evaluation process, and the potential for their perceiving change as a result of their efforts is increased. Therefore, students should feel more investment and motivation for learning in the course. Additionally, student suggestions may save the instructor some effort and provide diversity of perspective in generating problem-solving alternatives. Instructors also appreciate the ability to control the process, including how much time to devote to instructional improvement and the specific issues to be addressed.

We are developing SGID into an easily administered and flexible procedure which will produce the most useful information for instructors. Current areas of study include: a comparison of SGID with student rating formats; development of models for instructor feedback and follow-up services; an examination of our evaluation procedures in the classroom; and the adaptation of SGID for a wide range of educational, professional, and business uses. Consultants are available to assist your instructional improvement efforts through SGID, and to train faculty groups in its use. Questions about the project may be addressed to:

Joseph Clark, Director
Center for Instructional Development and Research
AJ-15, University of Washington, Seattle, Washington 98195
(206/543-6591).

STUDENT RATINGS #11

The SGID Facilitator's Role
An Expanded Description

If you have read the brief description of the Small Group Instructional Diagnosis method, you probably have a good idea of the facilitator's role. Here are some further explanations and ideas that might help you function more effectively in preparing for and facilitating the SGID student discussions as well as in facilitating the instructor feedback session.

Preparation

Before the SGID session with students, you should meet with the course instructor to clarify the instructor's expectations and to establish meeting details. Information you will need to know includes:

(1) Course meeting place
(2) Date and time of SGID session.
(3) Number of students in class.
(4) Facilities for recording feedback (chalkboard or overhead).

Establishing the time the SGID will begin can be very important. Instructors often like to lecture for the first part of a class session and allow for the SGID session at the end of the class. In doing so, they sometimes run overtime or don't anticipate student questions at the end of their lecture; they thus encroach on time you need for the discussion. Classes of only 20 to 30 students should only need twenty minutes, but larger classes require twenty-five to thirty minutes. Be sure to clarify this with the instructor.

It will also help if you discuss with the instructor the course objectives, strengths, areas of concern, and any other information regarding the class that the instructor thinks might be useful. While you don't *need* to know anything about the course content or structure to facilitate the SGID method, you will spend less time asking for clarification of students' comments if you familiarize yourself with the course issues beforehand.

At the SGID Student Session

The most important thought to remember is to keep the process moving at a brisk pace. You have only a limited amount of time, and you want to give students the maximum of time to think about the course. Proceed directly into the process. Although some may choose to leave the classroom, you can gently encourage full participation by shutting the classroom door behind you when you come in (this should be done for confidentiality also) and by positioning yourself near the door while giving the instructions, if that seems natural.

I generally use a brief introduction that goes something like this:

"My name is Joe Clark, and your instructor has asked me to come in today to help him/her collect some information about how this course is going. This method is different from the evaluation questionnaires you usually fill out at the end of the term because you don't have to write anything and you can be specific about things you like or are uncomfortable with. In fact, the more specific you are, the more useful your feedback will be to your instructor.

"Here's what I want you to do. It's real simple. I'll just run through it quickly and then we'll begin. I want you to:

—divide into groups of about six each.
—choose a spokesperson for each group.
—discuss these three questions in your group (and I'll write them on the board):
  (1) What do you like about this course?
  (2) What do you think needs improvement?
  (3) What specific suggestions do you have for changing this course?

Take 5 to 7 minutes to discuss these, and reach a decision about your group's most important responses to each of these questions. Then we'll come together as a class and share the ideas."

At this point you might begin moving up the aisles and facilitate the forming of groups, pointing out some natural groupings. Once they've started their discussions, return to the board/overhead and write the question categories: "Like," "Improve," "Suggestions." During the discussions, remain available to answer questions and assist groups to reach decisions. (Some questions commonly asked are listed on an attached sheet, with suggested responses.) As the group discussion time draws to a close or the groups seem "talked out," announce that they have another minute to "wrap up." This will provide a structured closure time that won't interfere with the group reporting.

Identify groups one at a time and ask each spokesperson to report responses to all three questions, as you record them on the board. Try to use their exact words and phrases, asking for clarification when necessary. Remember that it is not necessary for you to understand all of the suggestions (especially technical or subject-specific comments), as long as you confirm that the instructor will understand it. If the students make a general comment (e.g., "We don't like the book") try to help them identify specifics about their likes or dislikes. Thank the spokesperson, and move on to the next group. Once again, quick pacing keeps the momentum and saves you needed time. After several groups have reported, you'll begin to see some redundancy of responses. To save time, you might ask the remaining groups to limit comments to those which have not already been voiced.

After all groups have reported, and if there is time remaining, you may finish the evaluation process by one or more of the following:

—Offer a quick, general summary and check if the class agrees.
—Ask for a show of hands on each comment to sample class consensus.
—Ask for disagreement or other reactions to the listed suggestions.
—Ask for individual comments not offered by the groups.
—Ask the class to address any issues identified to you by the instructor that the students did not address fully in their feedback.

When you have covered the above topics or, more likely, run out of time, record the student suggestions and remove the information from the board or overhead to ensure confidentiality. To save time (and confusion, if another class is about to begin in the room), you might elicit three "volunteers" from the students to record on paper for you whatever you write on the board, assigning one to each column. You can generally choose some students and ensure their commitment while you have some free time during the small group discussion. You should check their notes with your postings before you erase the postings, however.

STUDENT RATINGS #12

Ohio State University Annual Student Evaluation of
University College Advisers
Time Needed: 5 Minutes
University College asks for your help in assessing its advisement services

I. Use pen or pencil. Print Autumn Qtr. '73 adviser's name here
(Complete evaluation only if you were enrolled at OSU Autumn Qtr. '73.)
II. After every item, mark an X in the box containing your answer.
III. Complete evaluation before leaving Ballroom, and drop it into a marked carton at the exits! (Or turn it in when you turn in your registration form.)

1. Autumn Qtr. '73 CAP area: ADM AGR AHR AMP ART ASC DEN DHY EDU ENG GBC HEC MED MUS NRE NUR OPT PHR SWK VME 1
2. Number of quarters enrolled in University College (include current qtr.): 1 2 3 4 5 more 2
3. Cumulative grade point average: none 0.00-0.99 1.00-1.99 2.00-2.49 2.50-2.99 3.00-3.49 3.00-4.00 3
4. Number of CAP areas in which you have been enrolled (include current qtr.): 1 2 3 4 more 4
5. Number of University College advisers to whom you have been assigned (include current qtr.): 1 2 3 4 more 5
6. Class rank during Autumn Qtr. '73: freshman sophomore junior other 6
7. Job status during Autumn Qtr. '73: unemployed 1-10 hrs./wk. 11-20 hrs./wk. 21-30 hrs./wk. more 7
8. Course credit hours during Autumn Qtr. '73: 1-3 4-6 7-12 13-15 16-18 more 7
9. Residence during Autumn Quarter '73: home res. hall apt. frat./sor. other 9
10. Did you enter Ohio State as a transfer student? yes no 10
11. Number of conferences by appointment with your adviser during Autumn Qtr. '73: 0 1 2 3 4 more 11
12. Number of telephone conferences with your adviser during Autumn Qtr. '73: 0 1 2 3 4 more 12
13. Number of "drop-in" conferences with your adviser during Autumn Qtr. '73: 0 1 2 3 4 more 13
14. My adviser was usually accessible during the busiest periods of Autumn Qtr. '73. yes no NBJ* 14
15. At other times, during his office hours, it was fairly easy to contact him. yes no NBJ 15
16. My adviser kept appointments at or very close to scheduled times. yes no NBJ 16
17. During these appointments there was enough time for my questions to be discussed fully. yes no NBJ 17
18. I felt at ease talking with my adviser. yes no NBJ 18
19. I could rely on the accuracy of the information my adviser gave me. yes no NBJ 19
20. In matters requiring sound judgment, I have found my adviser's opinions to be of value. yes no NBJ 20

Regarding ACADEMIC matters, my adviser knew about and was willing to help with:

21. required courses and program major alternatives in my CAP area. yes no NBJ 21
22. the process of deciding my program major. yes no NBJ 22
23. requirements for transfer from University College to the degree unit I've chosen. yes no NBJ 23
24. long-range planning of my program according to requirements for graduation. yes no NBJ 24
25. effects on my program of changing my schedule. yes no NBJ 25
26. ways of resolving problems which affect my academic performance. yes no NBJ 26

Regarding PROCEDURAL matters, my adviser helped me to become informed about:

27. how to plan, request, and/or change my class schedule. yes no NBJ 27
28. university and college deadlines. yes no NBJ 28
29. interpretation of college bulletins and other university publications. yes no NBJ 29
30. ways to make effective use of University channels in solving unusual problems. yes no NBJ 30
31. My adviser referred me to other persons for additional assistance when appropriate. yes no NBJ 31
32. My adviser discussed student services (library, counseling, financial, tutoring, cultural, and so on). yes no NBJ 32
33. My adviser discussed career opportunities for which I can prepare. yes no NBJ 33
34. My adviser discussed the *Code of Student Rights and Responsibilities*. yes no NBJ 34
35. All things considered, my adviser did a very good job. yes no NBJ 35

If you wish, please write additional comments concerning your adviser on the back of this sheet.

STUDENT RATINGS # 13

Colorado State University Academic Advising Review

COLLEGE_____ Code: _____
MAJOR _____ Code: _____
ADVISER _____ Code: _____

Colorado State University Academic Advising Review

Instructions: This review allows you to express anonymously your reactions to your adviser and the advising process. Indicate your reactions to the statements by putting the appropriate number in the blank to the right of each question.

Response Key: 1–Strongly agree 2–Agree 3–Disagree 4–Strongly disagree 5–Not applicable

Section I.

1. My adviser knows me well enough to be perceptive of my individual needs and how they influence my academic goals. _____
2. My adviser explains the requirements in my major to show the relevance of all required and/or recommended courses and how they will affect my educational goals. _____
3. My adviser provides me with information about the limitations, alternatives, and consequences of the major that I am presently following, such as: Is a graduate degree necessary? Are there jobs in this area? _____
4. My adviser helps me correlate my choice of electives with my long-range objectives and the requirements in my major. My adviser helps me make substitutions and exercise options whenever appropriate. _____
5. My adviser helps me figure out my schedule to meet both my immediate and my long-range objectives. _____
6. My adviser helps me in assessing my progress toward my degree so that we can work out the problem areas that arise. _____
7. My adviser is informed about other advisory and professional service personnel at CSU (Office of Academic Advising, Counseling Center, Career Service) where I could get additional assistance if I needed it. _____
8. I like the procedure that my adviser uses in arranging my meeting(s) with him/her. _____
9. My adviser sets aside adequate time each quarter to talk with me and advise me about my major, changes in program, and so on. _____
10. My adviser is willing to see me at least one to two times each quarter. _____
11. My relationship with my adviser is businesslike but friendly. _____
12. Overall, I am generally satisfied with my adviser and the advising I have received. _____
13. Generally, the information I have received from my adviser has been accurate. _____

Section II.

14. I really don't feel that I need formal advising. _____
15. My adviser should know me personally because I have given him/her sufficient opportunity to do so. _____
16. I keep my adviser informed of all the changes in my schedule that I have made whenever I have had to add/drop a course or withdraw from a course. _____
17. I keep my own copy of the curriculum checksheet so that I can assess my progress toward a degree. _____
18. I have found other faculty members who have been more helpful to me than my assigned adviser. _____

Note: For the following questions, put the number of the appropriate response in the blank.

19. Meetings with my adviser are generally arranged at my initiative. 1) Yes 2) No _____
20. I have failed to meet with my adviser at a pre-arranged time. 1) Yes 2) No (If Yes, about how many times? _____) _____
21. My adviser has failed to keep pre-arranged appointments. 1) Yes 2) No (If Yes, about how many times? _____) _____
22. My adviser has also been an instructor in at least one of my classes. 1) Yes 2) No _____

Section III.

23. My class standing is 1) Freshman 2) Sophomore 3) Junior 4) Senior 5) Graduate 6) Other _____
24. My overall grade point average is 1) Under 2.00 2) 2.01-2.50 3) 2.51-3.00 4) Above 3.00 5) No CSU gpa yet _____

25. How many advisers have you had at Colorado State University? 1) One 2) Two 3) Three 4) Four or more _____
26. How many times have you changed your major? 1) One 2) Two 3) Three or more _____
27. How long have you had your present adviser? 1) One quarter 2) Two or three quarters 3) Four to six quarters 4) More than six quarters _____
28. On the average, how many times do you try to see your adviser each quarter? 1) Never 2) 1-2 times 3) 3-4 times 4) More than 4 times _____
29. Do you feel definite about what you intend to do upon graduation or upon leaving CSU? 1) Quite certain 2) Somewhat certain 4) Uncertain _____
30. Are you a transfer student? 1) Yes 2) No _____

Please put any additional comments you wish to make on the back of this sheet.

Thank you.

STUDENT RATINGS # 14

ADVISING SURVEY FORM

Your Adviser's Name: _____

Your College/University: _____

Your Academic Major: _____ Your Age: _____

Your thoughtful answers to these questions will provide helpful information to your adviser. Please answer each question by writing the appropriate number in the space provided.

_____ 1. How many times have you met (for 10 minutes or more) with your current adviser?
1 = I have *not* met with my adviser
2 = One
3 = Two or Three
4 = Four or Five
5 = Six or more

_____ 2. How long have you had your current adviser?
1 = 1-6 Months
2 = 7-12 Months
3 = 13-18 Months
4 = 19-24 Months
5 = Over 2 Years

_____ 3. I am:
1 = Female
2 = Male

_____ 4. My adviser is:
1 = Female
2 = Male

_____ 5. What is your classification?
1 = First year
2 = Second year
3 = Third year
4 = Fourth year
5 = Other

How descriptive of your meetings with your adviser is each of the following? Rate questions 6-33 using the following key:

Not at all descriptive (least accurate)				Very descriptive (most accurate)
1	2	3	4	5

My Adviser

_____ 6. Asked me questions about my college experience.
_____ 7. Used knowledge of his/her own field of specialization in advising.
_____ 8. Kept well informed about my progress by checking with me.
_____ 9. Asked for clarification as a means for understanding what I was saying.
_____ 10. Summarized my comments.
_____ 11. Looked directly at me while we were talking.
_____ 12. Used knowledge of courses and course-content to aid me.
_____ 13. Checked to see if I understood what he/she was saying.
_____ 14. Did *not* encourage me to talk about my knowledge and experience.
_____ 15. Used knowledge of career opportunities in advising.
_____ 16. Clearly described his/her responsibilities as adviser.
_____ 17. Seemed relaxed while talking with me.
_____ 18. Put limits on the types of topics I could bring up.
_____ 19. Asked me to specify a goal or goals.
_____ 20. Explored with me the obstacles I need to overcome to reach my goal(s).
_____ 21. Asked me to list the options or choices I had.
_____ 22. Suggested that I set a time-table for reaching my goals.
_____ 23. Used knowledge of rules/regulations of the college in advising.
_____ 24. Challenged me to higher academic performance.
_____ 25. Refused to endorse a course of action I had planned.
_____ 26. Established procedures which made it easy to get in touch with her/him.
_____ 27. Was willing to discuss my feelings and emotions.
_____ 28. Used knowledge of postgraduate opportunities in advising.
_____ 29. Gave me *incorrect* information about academic regulations.
_____ 30. Avoided discussing my personal problems.
_____ 31. Seemed in a hurry to end our meetings.
_____ 32. When advising on a specific concern, discussed its impact on my total academic program.
_____ 33. Suggested other people (or offices) from whom I could seek help.

Rate your adviser's helpfulness in each of the following areas. For those items which are *not* applicable to your relationship with your adviser, write "0" in the space provided; otherwise use the following key:

Definitely *not* helpful				Very helpful
1	2	3	4	5

_____ 34. Deciding upon a course schedule.
_____ 35. Picking courses appropriate to my abilities and interests.
_____ 36. Exploring majors of interest to me.
_____ 37. Developing my interest in an academic discipline.
_____ 38. Advising me about opportunities for graduate study and programs.
_____ 39. Exploring vocational possibilities and interests with me.
_____ 40. Being someone on campus I can depend on.
_____ 41. Being someone I can discuss personal concerns with.
_____ 42. Achieving a more realistic understanding of my goals.
_____ 43. Encouraging my personal and intellectual growth (independent of course and career selection).
_____ 44. Cutting through institutional red-tape.

Answer questions 45-52 considering the *results* of your relationship with your faculty adviser using the following key:

Strongly *Dis*agree				Strongly Agree
1	2	3	4	5

_____ 45. I am more confident in pursuing my academic program.
_____ 46. I feel better able to make a career choice.
_____ 47. I am better able to handle my personal problems.
_____ 48. My adviser significantly influenced my choice of academic major.
_____ 49. If it weren't for my adviser, I would have dropped out of school or transferred to another institution.
_____ 50. I understand how to achieve my goals within this institution. (i.e., I understand the graduation requirements, how to proceed on academic and other matters, etc.)
_____ 51. I will be prepared to seek a job or pursue further study.
_____ 52. Overall, I consider my adviser to be a good adviser.

Source: Center for Faculty Evluation and Development in Higher Education and Howard C. Kramer and Robert E. Gardner (1978). Reproduced by permission of the authors.

A.S.U.W. CLASS EVALUATIONS PROJECT

DIRECTIONS FOR MARKING

- Use black lead pencil only (No. 2 or softer).
- Do NOT use ink or ballpoint pens.
- Make heavy black marks that fill circle completely.
- Erase cleanly any answer you wish to change.
- Make no stray marks on this answer sheet.

SIDE 1

NCS Trans-Optic - 05-8342-5432
STUDENT RATINGS #15

COURSE CONTENT

1. The readings chosen for this course were:

Ⓐ Always appropriate

Ⓑ Often appropriate

Ⓒ Generally appropriate

Ⓓ Occasionally appropriate

Ⓔ Never appropriate

2. Class presentations made meaningful use of class time:

Ⓐ Always

Ⓑ Often

Ⓒ Sometimes

Ⓓ Rarely

Ⓔ Never

3. Presented and assigned information was well coordinated:

Ⓐ Always

Ⓑ Often

Ⓒ Sometimes

Ⓓ Rarely

Ⓔ Never

TEACHING EFFECTIVENESS

4. The instructor's lectures were well prepared, consistently relevant and clearly presented.

Ⓐ Always; the lectures were always well prepared, relevant, and clearly presented

Ⓑ Often; most lectures were well prepared, relevant, and clearly presented

Ⓒ Sometimes; lectures did not always reflect good preparation, relevancy, and clear presentation

Ⓓ Rarely; lectures often did not reflect good preparation, consistent relevancy and clear presentation

Ⓔ Never; lectures never reflected good preparation, consistent relevancy, and clear presentation

5. The instructor's willingness to find out whether students understood material presented during class was:

Ⓐ Excellent; always checked to see if we understood the material presented

Ⓑ Very Good; often checked to see if we understood the material presented

Ⓒ Good; sometimes would check to see if we understood the material presented

Ⓓ Fair; rarely checked to see if the class followed what he was saying

Ⓔ Poor; never checked to see if the class understood what he was saying

6. The instructor's ability to translate abstract ideas and difficult concepts into understandable terms was:

Ⓐ Excellent; even the most difficult concepts became clear

Ⓑ Very Good; explained things well

Ⓒ Good; could explain most concepts

Ⓓ Fair; could not explain many concepts

Ⓔ Poor; could not explain abstract ideas or difficult concepts

SIDE 2

GRADING TECHNIQUES

7. Were ideas and concepts tested in proportion to the time spent on them in class presentations and/or assigned readings?

Ⓐ Always; ideas and concepts were always stressed on examinations in proportion to the time spent on them

Ⓑ Often; ideas and concepts were usually stressed on examinations in proportion to the time spent on them

Ⓒ Sometimes; ideas and concepts were occasionally stressed on examinations proportion to the time spent on them

Ⓓ Rarely; ideas and concepts were rarely stressed on examinations in proportion to the time spent on them

Ⓔ Never; ideas and concepts were not stressed on examinations in proportion to the time spent on them

8. Did the instructor give your work careful evaluation and constructive criticism?

Ⓐ Always

Ⓑ Usually

Ⓒ Sometimes

Ⓓ Usually not

Ⓔ Never

9. Was the instructor prompt in grading and returning tests, quizzes, papers, etc.?

Ⓐ Always

Ⓑ Usually

Ⓒ Sometimes

Ⓓ Usually not

Ⓔ Never

OVERALL COURSE

10. In comparison to other instructors you have had at this University, how would you rate this instructor?

Ⓐ Excellent; a definitely outstanding instructor, one of the best I have ever had

Ⓑ Very Good; a fine instructor who possesses many but not all the qualities that signify an excellent instructor

Ⓒ Good; a solid, competent, average instructor

Ⓓ Fair; less than a solid, competent, average instructor

Ⓔ Poor; instructor lacks the qualities needed to conduct affairs in the classroom competently

11. In comparison to other courses you have had at this University, how would you rate this course?

Ⓐ Excellent; a definitely outstanding course, one of the best I've ever taken

Ⓑ Very Good; a fine course possessing many but not all the qualities that signify an excellent course

Ⓒ Good; a solid, average course

Ⓓ Fair; less than a solid, average course

Ⓔ Poor; an inferior course

12. Would you recommend this class to a friend based on your experience with it?

Ⓐ Definitely

Ⓑ Probably

Ⓒ Maybe

Ⓓ Probably not

Ⓔ Definitely not

STUDENT RATINGS #16
STUDENT APPRAISAL OF ADVISING (A)

Name of adviser_____

Dept._____ Date_____

Please indicate your appraisal of your faculty adviser in regard to eight characteristics which students have indicated are important to them.

Read the description of each factor listed below. Draw a circle around the number that indicates your rating of your academic adviser.

Do this for each of the eight qualities, making each answer a separate judgment. Only in extremely rare cases will the circled number be the same for all qualities.

	Low				High
1. Is genuinely interested in you and your problems.	1	2	3	4	5
2. Keeps regular office hours and is readily available for advising.	1	2	3	4	5
3. Is friendly and approachable.	1	2	3	4	5
4. Provides alternatives but encourages you to assume responsibility for decisions.	1	2	3	4	5
5. Understands your point of view.	1	2	3	4	5
6. Has both current and thorough knowledge of courses and requirements.	1	2	3	4	5
7. Maintains accurate files on your progress.	1	2	3	4	5
8. Composite rating.	1	2	3	4	5

You are invited to comment further on the effectiveness of your academic adviser especially in areas not covered by the questions.

_____

_____

_____

_____

_____

_____

_____

Source: Seldin (1980)

STUDENT RATINGS #17
STUDENT APPRAISAL OF ADVISING (B)

Name of adviser

Dept._____ Date_____

The following items reflect basic components of academic advising.

Please rate your faculty adviser by drawing a circle around the number that most closely expresses your view.

	Low				High
1. Maintains office hours and is readily available for academic advising.	1	2	3	4	5
2. Is friendly and warm toward you.	1	2	3	4	5
3. Keeps up-to-date in curricular requirements and course offerings.	1	2	3	4	5
4. Helps you understand course requirements and registration procedures.	1	2	3	4	5
5. Offers alternatives in making decisions but final judgment is left to you.	1	2	3	4	5
6. Offers helpful counsel in solving academic problems.	1	2	3	4	5
7. Expresses interest in your non-academic problems.	1	2	3	4	5
8. Has personal interest in assisting you through advising.	1	2	3	4	5
9. Seeks to plan programs consistent with your stated career objectives.	1	2	3	4	5
10. Considering everything, how would you rate this faculty adviser?	1	2	3	4	5

11. What did your faculty adviser do that you found particularly helpful? Please specify.
12. What could your faculty advisor have done to be more helpful? Please specify.

Source: Seldin (1980)

SELF-ASSESSMENT #1
Suggested Categories and Items
For Colleague or Self-Review of Videotaped Classes

Importance and Suitability of Content

Directions: Respond to each of the statements below by circling the number which most closely corresponds to your observation.

3 = Very Satisfied
2 = Satisfied
1 = Needs Improvement
NA = Not Applicable

1. The material presented is generally acccepted by colleagues to be worth knowing.	3	2	1	NA
2. The material presented is important for this group of students.	3	2	1	NA
3. Students seem to have the necessary background to understand the lecture material.	3	2	1	NA
4. The examples used drew upon students' experiences.	3	2	1	NA
5. When appropriate, a distinction was made between factual material and opinion.	3	2	1	NA
6. When appropriate, appropriate authorities were cited to support statements.	3	2	1	NA
7. When appropriate, divergent viewpoints were presented.	3	2	1	NA
8. A sufficient amount of material was included in the lecture.	3	2	1	NA

Circle one if appropriate:

a. too much material was included.
b. not enough material was included.

Other Comments:

Organization of Content

Introductory Portion

1. Stated the purpose of the lecture.	3	2	1	NA
2. Presented a brief overview of the lecture content.	3	2	1	NA
3. Stated a problem to be solved or discussed during the lecture.	3	2	1	NA
4. Made explicit the relationship between today's and the previous lecture.	3	2	1	NA

Body of Lecture

5. Arranged and discussed the content in a systematic and organized fashion that was made explicit to the students.	3	2	1	NA
6. Asked questions periodically to determine whether too much or too little information was being presented.	3	2	1	NA
7. Presented information at an appropriate level of "abstractness."	3	2	1	NA
8. Presented examples to clarify very abstract and difficult ideas.	3	2	1	NA
9. Explicitly stated the relationships among various ideas in the lecture.	3	2	1	NA
10. Periodically summarized the most important ideas in the lecture.	3	2	1	NA

Conclusion of Lecture

11. Summarized the main ideas in the lecture.	3	2	1	NA
12. Solved or otherwise dealt with any problems deliberately raised during the lecture.	3	2	1	NA
13. Related the day's lecture to upcoming presentations.	3	2	1	NA
14. Related what students were expected to gain from the lecture material.	3	2	1	NA

Other Comments:

Presentation Style

Voice Characteristics

1. Voice could easily be heard.	3	2	1	NA
2. Voice was raised or lowered for variety and emphasis.	3	2	1	NA
3. Speech was neither too formal nor too casual.	3	2	1	NA
4. Speech fillers, for example, "okay now," "ahmm," etc. were not distracting.	3	2	1	NA
5. Rate of speech was neither too fast nor too slow.	3	2	1	NA

Nonverbal Communication

6. Established eye contact with the class as lecture began.	3	2	1	NA
7. Maintained eye contact with the class.	3	2	1	NA
8. Listened carefully to student comments and questions.	3	2	1	NA
9. Wasn't too stiff and formal in appearance.	3	2	1	NA
10. Wasn't too casual in appearance.	3	2	1	NA
11. Facial and body movements did not contradict speech or expressed intentions. (for example, waited for responses after asking for questions.).	3	2	1	NA

Other Comments

Clarity of Presentation

1. Stated purpose at the beginning of the lecture.	3	2	1	NA
2. Defined new terms, concepts, and principles.	3	2	1	NA
3. Told the students why certain processes, techniques, or formulae were used to solve problems.	3	2	1	NA
4. Used relevant examples to explain major ideas.	3	2	1	NA
5. Used clear and simple examples.	3	2	1	NA
6. Explicitly related new ideas to already familiar ones.	3	2	1	NA
7. Reiterated definitions of new terms to help students become accustomed to them.	3	2	1	NA
8. Provided occasional summaries and restatements of important ideas.	3	2	1	NA
9. Used alternate explanations when necessary.	3	2	1	NA
10. Slowed the word flow when ideas were complex and difficult.	3	2	1	NA
11. Did not often digress from the main topic.	3	2	1	NA
Talked to the class, not to the board or windows.	3	2	1	NA
The board work appeared organized and legible.	3	2	1	NA

Other Comments:

Questioning Ability

1. Asked questions to see what the students knew about the lecture topic.	3	2	1	NA
2. Addressed questions to individual students as well as the group at large.	3	2	1	NA
3. Used rhetorical questions to gain students' attention.	3	2	1	NA
4. Paused after all questions to allow students time to think of an answer.	3	2	1	NA
5. Encouraged students to answer difficult questions by providing cues or rephrasing.	3	2	1	NA
6. When necessary, asked students to clarify their questions.	3	2	1	NA
7. Asked probing questions if a student's answer was incomplete or superficial.	3	2	1	NA
8. Repeated answers when necessary so the entire class could hear.	3	2	1	NA
9. Received student questions politely and when possible enthusiastically.	3	2	1	NA
10. Refrained from answering questions when unsure of a correct response.	3	2	1	NA
11. Requested that very difficult, time-consuming questions of limited interest be considered before or after class or during office hours.	3	2	1	NA

Other Comments:

Establishing and Maintaining Contact with Students

Establshing Contact

1. Greeted students with a bit of small talk.	3	2	1	NA
2. Established eye contact with as many students as possible.	3	2	1	NA
3. Set ground rules for student participation and questioning.	3	2	1	NA
4. Used questions to gain student attention.	3	2	1	NA
5. Encouraged student questions.	3	2	1	NA

Maintaining Contact

6. Maintained eye contact with as many students as possible.	3	2	1	NA
7. Used rhetorical questions to re-engage student attention.	3	2	1	NA
8. Asked questions which allowed the instructor to gauge student progress.	3	2	1	NA
9. Was able to answer students' questions satisfactorily.	3	2	1	NA
10. Noted and responded to signs of puzzlement, boredom, curiosity, and so on.	3	2	1	NA
11. Varied the pace of the lecture to keep students alert.	3	2	1	NA
12. Spoke at a rate which allowed students time to take notes.	3	2	1	NA

Other Comments:

Source: Diamond, Sharp, and Ory (1978).

SELF-ASSESSMENT #2

SELF-DIAGNOSTIC RATING SCALE
COMPETENCIES FOR THE ROLE OF ADULT EDUCATOR

Name_____

Indicate on the six-point scale below: (1) the level of each competency required for performing the role you are in or are preparing for by placing an "R" (required level) at the appropriate point; (2) the level of your present development of each competency by placing a "P" (present level) at the appropriate point. For example, if your role is that of teacher, you might rate the required competencies for the role of learning facilitator as high and for the role of administrator as moderate or low; whereas if your role is that of administrator, you might do just the reverse. You will emerge with a profile of the gaps between where you are now and where you need to be in order to perform your role well.

Absent
Low (awareness)
Moderate (conceptual understanding)
High (expert)

	0	1	2	3	4	5
I. As a learning facilitator:						
A. Regarding the conceptual and theoretical framework of adult learning:						
1. Ability to describe and apply modern concepts and research findings regarding the needs, interests, motivations, capacities, and developmental characteristics of adults as learners.	0	1	2	3	4	5
2. Ability to describe the differences between youth and adults as learners and the implications of these differences for teaching and learning.	0	1	2	3	4	5
3. Ability to assess the effects on learning of forces impinging on learners from the larger environment (groups, organizations, communities).	0	1	2	3	4	5
4. Ability to describe the various theories of learning and assess their relevance to particular adult learning situations.	0	1	2	3	4	5
5. Ability to conceptualize and explain the role of teacher as a facilitator and resource to self-directed learners.	0	1	2	3	4	5
6.	0	1	2	3	4	5

B. Regarding the designing and implementing of learning experiences:

1. Ability to establish a warm, mutually respectful, facilitative relationship with learners. 0 1 2 3 4 5
2. Ability to engineer a physical and psychological climate of comfort, interactiveness, collaborativeness, openness, and mutual trust. 0 1 2 3 4 5
3. Ability to engage learners responsibly in self-diagnosis of needs for learning. 0 1 2 3 4 5
4. Ability to engage learners in formulating goals, objectives, and directions of growth in terms that are meaningful to them. 0 1 2 3 4 5
5. Knowledge of the rationales for selecting a variety of materials, methods and techniques for achieving particular educational objectives. 0 1 2 3 4 5
6. Skill in using a broad range of materials, methods, and techniques and in inventing techniques to fit new situations. 0 1 2 3 4 5
7. Ability to involve learners appropriately in the planning, conducting and evaluating of learning activities. 0 1 2 3 4 5
8. Ability to design learning experiences for accomplishing a variety of purposes and that take into account individual differences among learners. 0 1 2 3 4 5
9. Ability to make use of small group processes effectively. 0 1 2 3 4 5
10. Ability to evaluate learning procedures and outcomes and to select or construct appropriate instruments and procedures for this purpose. 0 1 2 3 4 5
11. _____ 0 1 2 3 4 5
12. _____ 0 1 2 3 4 5

II. As a Program Developer

A. Regarding the planning process:

1. Ability to describe and apply the foundational concepts (e.g., goal-setting, forecasting, social mapping, social action, systems theory, leadership identification, needs assessment) that undergird the planning process in adult education. 0 1 2 3 4 5
2. Ability to involve community representatives appropriately in the planning process. 0 1 2 3 4 5
3. Ability to develop and use instruments and procedures for assessing the needs of individuals, organizations, and subpopulations in communities. 0 1 2 3 4 5
4. Ability to work effectively with various agencies in the community in collaborative program planning. 0 1 2 3 4 5
5. _____ 0 1 2 3 4 5

B. Regarding the designing and operating of programs in adult education:

1. Ability to select and use procedures for constructing andragogical process designs. 0 1 2 3 4 5
2. Ability to design programs with a creative variety of formats, activities, schedules, resources, and evaluative procedures. 0 1 2 3 4 5
3. Ability to interpret census data, community surveys, needs assessments, etc., in adapting programs to specific clienteles. 0 1 2 3 4 5
4. Ability to use planning mechanisms, such as advisory councils, committees, task forces, etc., effectively. 0 1 2 3 4 5
5. Ability to develop and carry out a plan for program evaluation that will satisfy the requirements of institutional accountability and provide for program improvement. 0 1 2 3 4 5
6. _____ 0 1 2 3 4 5

III. As an Administrator:

A. Regarding organizational development and maintenance:

1. Ability to describe and apply theories and research findings about organizational behavior, management, and renewal. 0 1 2 3 4 5
2. Ability to formulate a personal philosophy of administration and to adapt it to various organizational situations. 0 1 2 3 4 5
3. Ability to formulate policies that clearly convey the definition of mission, social philosophy, educational commitment, etc., of an organization. 0 1 2 3 4 5
4. Ability to evaluate organizational effectiveness and to guide its continuous self-renewal processes. 0 1 2 3 4 5
5. Ability to plan effectively with and through others, sharing responsibilities and decision making with them as appropriate. 0 1 2 3 4 5
6. Ability to select, supervise, and provide for inservice education of personnel. 0 1 2 3 4 5
7. Ability to evaluate staff performance. 0 1 2 3 4 5
8. Ability to analyze and interpret legislation affecting adult education. 0 1 2 3 4 5
9. Ability to describe financial policies and practices in the field of adult education and to identify a variety of funding sources. 0 1 2 3 4 5
10. Ability to perform the role of change agent vis a vis organizations and communities utilizing educational processes. 0 1 2 3 4 5
11. _____ 0 1 2 3 4 5

B. Regarding program administration:

1. Ability to design and use promotion, publicity, and public relations strategies appropriately and effectively. 0 1 2 3 4 5
2. Ability to design and operate programs within the framework of a limited budget. 0 1 2 3 4 5
3. Ability to make and monitor financial plans and procedures. 0 1 2 3 4 5
4. Ability to prepare grant proposals and identify potential funding sources for them. 0 1 2 3 4 5
5. Ability to make use of consultants appropriately. 0 1 2 3 4 5
6. Ability and willingness to experiment with programmatic innovations and to assess their results. 0 1 2 3 4 5
7. _____ 0 1 2 3 4 5

Developed by Malcolm S. Knowles and students at North Carolina State University Department of Adult and Community College Education, 1978.

SELF-ASSESSMENT #3

A Form for Faculty Self-Evaluation

Excellence in teaching, as defined in our faculty handbook, is that which will inspire and convey the *excitement* of learning. This would seem to imply a necessity for the instructor to maintain a high level of enthusiasm and excitement about the positive value of learning. With this requirement in mind, the following questions seem appropriate to ask of ourselves.

1. AL = ALWAYS 2. US = USUALLY 3. SM = SELDOM
4. NV = NEVER 5. DK = DON'T KNOW

Circle the appropriate response.

A. Preparation—Do I

1. Keep up with the current literature in my field? AL US SM NV DK
2. Attend workshops and conventions? AL US SM NV DK
3. Update class presentations with new information? AL US SM NV DK
4. Seek better textbooks and materials often? AL US SM NV DK

B. Class—Do I

1. Know, to the best of my ability, who my students are—names, ability, and background? AL US SM NV DK
2. Try to design class to meet needs of all student levels of experience? AL US SM NV DK
3. Leave the class anticipating with pleasure the next meeting? AL US SM NV DK
4. Let students know clearly my expectations of them? AL US SM NV DK
5. Encourage and/or insist on questions and discussion? AL US SM NV DK
6. Give tests which evaluate how well my stated goals have been reached? AL US SM NV DK
7. Remain an impartial and fair evaluator? AL US SM NV DK
8. Invite a failing student in for conferences? AL US SM NV DK
9. Change my methods when students seem not to be learning? AL US SM NV DK
10. Explain exactly how final grades are derived? AL US SM NV DK
11. Keep accurate and efficient records to show students who wish grade reviewed? AL US SM NV DK
12. Return papers promptly and marked so students can see what they did right? AL US SM NV DK
13. Use tests as a teaching device? AL US SM NV DK
14. Avoid using the same tests from year to year? AL US SM NV DK
15. Make different tests of equal difficulty for each section of the same course? AL US SM NV DK
16. Maintain office hours regularly during which students may drop in or schedule conferences? AL US SM NV DK
17. Perceive students as individuals instead of stereotyping? AL US SM NV DK
18. Try to find loopholes in my teaching and correct them? AL US SM NV DK
19. Use books and library assignments to enrich classroom instruction? AL US SM NV DK
20. Encourage independent reading as a lifetime habit for my students? AL US SM NV DK
21. Set an example for my students by referring to books in my class lectues and discussions? AL US SM NV DK

Source: Larson (1970).

SELF-ASSESSMENT #4

Example of a Faculty Growth Contract

Joe Doaks—Assistant Professor of Biology

Contract period—September, 1979–August, 1981

I. Self-assessment
   A. Strengths
      1. Design and supervision of laboratory work.
      2. Interest and ability in advising students in a one-to-one relationship.
      3. Research skills and background.
      4. Interdisciplinary interest and knowledge.
      5. Fairly broad bibliographic background in most areas of Natural Science and Mathematics.
   B. Weaknesses
      1. Lecturing ability, particularly in larger classes.
      2. General laziness in writing up my research for publication.
      3. Lack of experience in scientific work in other than an academic setting.
      4. Minimal contact with students outside the classroom, laboratory, and office.
      5. An inability to construct good examinations except in laboratories.

II. Areas of contribution and means of evaluation
   A. Teach upper-division, research, and seminar courses as indicated in the catalog.
      1. Student evaluation forms will be administered in each class, the results discussed with the department head, tabulated, and made part of my professional file.
      2. Members of my evaluation committee will be requested to observe my instruction of one unit in Biology 335, discuss their assessment with me, and summarize it in writing.
   B. Assume major responsibility for the laboratory sections of the general education course taught by Bill Brown. One aspect of this will be the development of a laboratory manual.
      1. The manual will be evaluated by the other members of the department and the senior majors.
      2. Design a student evaluation form for laboratory sections and administer it each term. Results will be handled as in II.A.1. (above).
   C. Continue and complete research project currently in progress.
      1. Upon completion present the research at one of our regular Biology Seminars with the faculty in our consortium colleges.
      2. Write up the research and submit it for publication.
   D. Represent the Division of Natural Science and Mathematics on the Library Committee and chair the Committee on Premedical Education.
      1. Update the brochure on "Premedical Education."
      2. Serve as adviser to all pre-med students. (This will be assessed in our Senior Department Evaluation interviews.)
      3. Arrange for visits of juniors and seniors to two medical schools.
      4. Request the chair of the Library Committee to write a brief summary of how I functioned on that committee.

III. Plans for growth and means of evaluation
   A. Videotape three lectures and analyze for self-assessment. Also ask Bill Brown to view and critique them.
   B. In 1979-80 teach one unit in Brown's large general education course. Tape the lectures for personal assessment and use regular evaluation forms for student assessment.
   C. Submit at least two articles for publication (one on my dissertation material and one on the current research project)—copies for file.
   D. In 1980 submit one research grant proposal for funding—copy for file.
   E. Request Sam Williams to work with me on improving my examination techniques. I will ask him to critique previously used examinations and assist me in formulating new ones. in some of my smaller classes I will experiment with oral rather than written exams. Any improvement in this area should be obvious to Sam and should show up on the student evaluation forms.
   F. Obtain a research appointment in industry for the summer of 1980. Report on this experience in my self-assessment statement and request immediate supervisor to submit a letter of evaluation.
   G. Eat in the student dining hall more frequently and occasionally invite students over to our home. Report in self-assessment statement.

IV. Resources needed

A. Research Project		$425
Student assistant	$350	
Typing/Publication costs	75	

B. Printing		600
Laboratory manual	250	
Premedical brochures	350	
C. Travel		325
Professional meeting	175	
Visit medical schools	150	
Total Budget		$1,350

V. Evaluation committee

Bill Brown, Sam Williams, and John Jones (student) have agreed to serve as my evaluation committee and prepare a summary evaluation of my performance. I intend to meet with them every six months or so to assess my progress. In addition to the evaluation means cited above, at the end of the contract period I will write my own comprehensive self-assessment statement.

Source: Centra (1979)

SELF-ASSESSMENT #5

Self-Assessment Inventory for
Clinical and Classroom Teaching in Medicine

Division of Research in Medical Education, School of Medicine,
University of Washington, Seattle, Washington
© David M. Irby, Ph.D., 1977

DIRECTIONS for Part I: Teacher Behaviors

In this inventory there are statements which reflect some of the ways clinical instructors can be described. For EACH statement, circle the number on the scale which indicates how DESCRIPTIVE the behavior is of your teaching. The scale ranges from 1 for not at all descriptive to 7 for very descriptive. Check (√) if the behavior is not applicable to the type of teaching you do.

In rating your teaching, respond to each item carefully and thoughtfully. Avoid letting your response to some items influence your responses to others.

Teacher Behaviors	Not at all Descriptive					Very Descriptive		Not Applicable
A. *Organization/Clarity*								
1. Summarizes major points	1	2	3	4	5	6	7	( )
2. Explains clearly	1	2	3	4	5	6	7	( )
3. Communicates what is expected to be learned	1	2	3	4	5	6	7	( )
4. Presents material in an organized manner	1	2	3	4	5	6	7	( )
5. Emphasizes what is important	1	2	3	4	5	6	7	( )
B. *Enthusiasm/Stimulation*								
6. Stimulates students'/residents' interest in the subject	1	2	3	4	5	6	7	( )
7. Is enthusiastic about the subject	1	2	3	4	5	6	7	( )
8. Seems to enjoy teaching	1	2	3	4	5	6	7	( )
9. Is a dynamic and energetic person	1	2	3	4	5	6	7	( )
10. Has an interesting style of presentation	1	2	3	4	5	6	7	( )
C. *Instructor Knowledge*								
11. Reveals broad reading in his/her medical specialty	1	2	3	4	5	6	7	( )
12. Directs students/residents to useful literature in the field	1	2	3	4	5	6	7	( )
13. Discusses current developments in his/her specialty	1	2	3	4	5	6	7	( )
14. Demonstrates a breadth of knowledge in medicine generally	1	2	3	4	5	6	7	( )
15. Discusses points of view other than his/her own	1	2	3	4	5	6	7	( )
D. *Rapport*								
16. Provides professional support and encouragement to students/residents	1	2	3	4	5	6	7	( )
17. Establishes rapport with others	1	2	3	4	5	6	7	( )
18. Encourages a climate of mutual respect	1	2	3	4	5	6	7	( )
19. Listens attentively	1	2	3	4	5	6	7	( )
20. Shows a personal interest in students/residents	1	2	3	4	5	6	7	( )
21. Corrects students'/residents' mistakes without belittling them	1	2	3	4	5	6	7	( )
22. Demonstrates sensitivity to the needs of others	1	2	3	4	5	6	7	( )
23. Willingly remains accessible to students/residents	1	2	3	4	5	6	7	( )
E. *Instructional Skill*								
24. Encourages active participation in discussion	1	2	3	4	5	6	7	( )
25. Utilizes audiovisual resources effectively	1	2	3	4	5	6	7	( )
26. Gives students/residents positive reinforcement for good contributions, observations, or performance	1	2	3	4	5	6	7	( )
27. Gears instruction to students'/residents' level of readiness	1	2	3	4	5	6	7	( )
28. Quickly grasps what students/residents are asking or telling	1	2	3	4	5	6	7	( )
29. Answers carefully and precisely questions raised by students/residents	1	2	3	4	5	6	7	( )
30. Questions students/residents to elicit underlying reasoning	1	2	3	4	5	6	7	( )
31. Helps students/residents organize their thoughts about patient problems	1	2	3	4	5	6	7	( )
32. Demonstrates clinical procedures and techniques being taught	1	2	3	4	5	6	7	( )
F. *Clinical Supervision*								
33. Communicates role expectations to students/residents	1	2	3	4	5	6	7	( )
34. Guides students'/residents' development of clinical skills	1	2	3	4	5	6	7	( )
35. Provides specific practice opportunities	1	2	3	4	5	6	7	( )
36. Prepares students/residents for difficult clinical situations	1	2	3	4	5	6	7	( )
37. Offers special help when difficulties arise	1	2	3	4	5	6	7	( )
38. Observes students'/residents' performance frequently	1	2	3	4	5	6	7	( )
39. Identifies students'/residents' strengths and limitations objectively	1	2	3	4	5	6	7	( )
40. Provides frequent feedback on students'/residents' performance	1	2	3	4	5	6	7	( )
41. Makes specific suggestions for improvement	1	2	3	4	5	6	7	( )
42. Seems well prepared for teaching contacts with students/residents	1	2	3	4	5	6	7	( )
43. Questions students/residents in a non-threatening manner	1	2	3	4	5	6	7	( )
G. *Clinical Competence*								
44. Demonstrates clinical skill and judgment	1	2	3	4	5	6	7	( )
45. Demonstrates skill at data gathering	1	2	3	4	5	6	7	( )
46. Objectively defines patient problems	1	2	3	4	5	6	7	( )
47. Synthesizes patient problems rapidly	1	2	3	4	5	6	7	( )
48. Interprets laboratory data skillfully	1	2	3	4	5	6	7	( )
H. *Professional Characteristics*								
49. Takes responsibility for own actions and procedures	1	2	3	4	5	6	7	( )
50. Recognizes own limitations	1	2	3	4	5	6	7	( )
51. Seems to have self-confidence	1	2	3	4	5	6	7	( )
52. Is self-critical	1	2	3	4	5	6	7	( )
53. Is open-minded and nonjudgmental	1	2	3	4	5	6	7	( )
54. Does not appear to be arrogant	1	2	3	4	5	6	7	( )

Part II: Summary and Action Plan

On the basis of the preceding ratings, circle the numbers on the scales which indicate how descriptive the dimensions of clinical teaching are of your teaching. Check (√) if the dimension is not applicable to the type of teaching you do.

Dimensions	Not at all Descriptive					Very Descriptive		Not Applicable
A. Organization/Clarity	1	2	3	4	5	6	7	( )
B. Enthusiasm/Stimulation	1	2	3	4	5	6	7	( )
C. Instructor Knowledge	1	2	3	4	5	6	7	( )
D. Rapport	1	2	3	4	5	6	7	( )
E. Instructional Skill	1	2	3	4	5	6	7	( )
F. Clinical Supervision	1	2	3	4	5	6	7	( )
G. Clinical Competence	1	2	3	4	5	6	7	( )
H. Professional Characteristics	1	2	3	4	5	6	7	( )

1. List your strengths in teaching.

2. Describe how you can more effectively capitalize on these strengths.

3. List general areas and specific behaviors of your teaching which need improvement.

4. Think about specific situations where the need for improvement was apparent.

5. Outline a plan for improving your teaching:
   A. Teaching behavior:_____
      1. New approach:
      2. Assessment procedure:
      3. Summary of results:
   B. Teaching behavior:_____
      1. New approach:
      2. Assessment procedure:
      3. Summary of results:

SELF-ASSESSMENT #6

A Self-Appraisal Form for Faculty

The basic purpose of this form is to help you identify professional areas you would like to further develop. The Faculty and Instructional Development Office has assembled various resources and activities which may assist you in meeting the needs you have identified.

Below are listed five major instructional areas. Please read the descriptions under each area and circle the appropriate response(s) for each description.

A Not Necessary—I don't feel that I need help in this area.
B Low Priority—I am interested, but for the time being, this is a low priority.
C More Information—I'd like to find out more about this area.
D Ready for Action—I would like to become involved in this area *as soon as possible*.

Instructional Strategies: (Lectures, Self-Paced Learning, etc.)

A B C D Give effective lectures with clear goals, appropriate examples, and in a well-organized manner.

A B C D Make use of a variety of media and resources in my instruction to add interest and clarity.

A B C D Provide opportunities for independent study and small group work through planned modules and support resources.

A B C D Design an instructional system in which the students are pretested and guided into alternative activities (self-paced and group) to reach desired learning outcomes.

Tests and Evaluation of Learning:

A B C D Use assessment techniques to measure the student's knowledge of the course content, based on my standards from previous semesters.

A B C D Use assessment techniques to measure the student's understanding and ability to apply his knowledge.

A B C D Use assessment techniques to measure the student's levels of knowledge, ability to apply intellectual skills, and develop attitudes toward further learning.

A B C D Use assessment techniques to measure the student's competency to use knowledge and intellectual skills for analysis and problem solving.

Discussion Techniques:

A B C D Have students respond to questions I raise.

A B C D Have students develop and ask me questions related to the topic.

A B C D Have students raise questions to develop a free interaction within the group.

A B C D Have an exchange with and among the students so that both the students and I measurably benefit.

Instructor/Student Relationship:

A B C D Establish an atmosphere in the classroom so that the students will be receptive to the instructional program.

A B C D Build good rapport with the students in order to ascertain and meet their needs.

A B C D Develop sound interpersonal relationships with students in order to encourage their personal development and self-confidence.

A B C D Create a common ground with students in order to collaborate with them in realistic problem solving activities.

Course Structure:

A B C D Plan my course in order to present the subject matter in a well-structured and logical manner.

A B C D Provide flexibility in course structure by relating it to the self-perceived needs of the students.

A B C D Develop the course based on a specified set of performance objectives and provide alternative means for the students to reach to objectives.

A B C D Develop a course in a systematic way and, in addition to providing alternatives to students, I obtain their feedback for course restructuring and improvement.

For information or assistance regarding areas you have identified, contact the Faculty and Instructional Development Office (Ron McBeath or Jerry Kemp, at 7-3411/7-3413). We will be pleased to discuss ways to help you in reaching your objectives.

Source: This form has been developed and is being validated by the Faculty and Instructional Development Office of San Jose State University. Copyright 1976.

SELF-ASSESSMENT #7

TEACHER TRAINING QUESTIONNAIRE
Center for Instructional Development
and Research, U.W. (543–6591)

I am a graduate student in the department of _____

yes no I am considering an academic career

yes no I am interested in being a teaching assistant

yes no I have been a teaching assistant

yes no I am aware that teacher training is available on campus

I received some teacher training

before teaching	during teaching	after teaching	none available

The type of teacher training I'd be most interested in:

most interested				least interested	
5	4	3	2	1	discussion leadership
5	4	3	2	1	lecturing
5	4	3	2	1	writing exams and grading procedures
5	4	3	2	1	organizing a course
5	4	3	2	1	teaching practicum
5	4	3	2	1	dealing with student problems and complaints
5	4	3	2	1	tutoring
5	4	3	2	1	other_____

The design of training I would be most interested in:

5	4	3	2	1	workshop
5	4	3	2	1	courses
5	4	3	2	1	individual tutoring
5	4	3	2	1	other_____

When I have to lecture to people, I have most difficulty with:

5	4	3	2	1	organizing materials for lectures or discussion
5	4	3	2	1	getting up and speaking in front of people
5	4	3	2	1	using audio-visual equipment
5	4	3	2	1	other_____

SELF-ASSESSMENT #8

FACULTY ACTIVITY REPORT (1979-1980 academic year)

Name_____Dept _____Date_____

PLEASE NOTE: Your report should include only those activities that took place during the 1979-1980 academic year.

1. *Teaching*: Please list courses taught this year by catalog number, section and number of students.
2. *Research*: Sponsored research (indicate granting agency and amount).
   Other research activity.
3. *Publications*: (Please give publication date and, if a journal, the volume).
4. *Administrative Duties*: (e.g. chairman, program director, etc.)
5. *Committee Work*:
6. *Other College Service*:
7. *Significant Community and Professional Service*: (e.g. school board member, journal editor, officer in a professional society, etc.)

Source: Seldin (1980)

SELF-ASSESSMENT #9

FACULTY SELF-EVALUATION REPORT (A)
(1979-1980 academic year)

Name_____Dept._____Date_____

PLEASE NOTE: This self-evaluation report should be based only on performance as a faculty member during the 1979-1980 academic year.

Directions: In rating yourself on each item, please reserve the highest score for unusually effective performance.

If more space is needed for questions 9, 10, 11, or 12, please use reverse side of page.

Highest		Average		Lowest	Not Applicable
5	4	3	2	1	n/a

_____ 1. Have the major objectives of your course been made clear?
_____ 2. Are class presentations well-planned and organized?
_____ 3. Are difficult topics explained clearly?
_____ 4. Do your students feel free to express ideas and disagree with you?
_____ 5. Are you fair and impartial in dealing with students?
_____ 6. Do you encourage students to seek your help when necessary?
_____ 7. How would you judge your mastery of the content in your courses?
_____ 8. Do you permit outside activities to interfere with your responsibilities as a teacher?
_____ 9. Compared to others in your department, how would you rate your teaching performance?
(Please elaborate)
_____ 10. Compared to others in your department, how would you rate your research and publication endeavors?
(Please elaborate)
_____ 11. Compared to others in your department, how would you rate your contribution to college service?
(Please elaborate)
_____ 12. Considering the previous 11 items, how would you rate your overall performance as a faculty member in this department?
(Please elaborate)

Source: Seldin (1980)

SELF-ASSESSMENT #10

FACULTY SELF-EVALUATION REPORT (B)
(1979-1980 academic year)

Name_____Dept._____Date_____

PLEASE NOTE: This self-evaluation report has been devised to facilitate the process of up-grading professional effectiveness.

Please do not let modesty prevent you from being explicit about your assets. Equally important, try to be just as candid about your shortcomings.

1. Within your discipline, which area do you regard as your strongest?
2. Which area do you regard as your weakest?
3. What is your greatest strength as a teacher?
4. What is the one thing you would most like to change about your teaching?
5. What has been your most significant accomplishment as a faculty member over the past three years?
6. What has been your greatest shortcoming as a faculty member over the past three years?
7. Considering the previous 6 items, how would you rate your overall performance as a faculty member in this department?

Source: Seldin (1980)

COLLEAGUE EVALUATION #1

April 24, 1979

MEMORANDUM
To: Teaching Assistants
Re: Report on the Cooperative Observation Program, Winter Quarter, 1979

With a bit of reminding and pressuring, I finally managed to get 55 reports on the cooperative observation program, plus a few additional promised reports and explanations why an observation had not occurred. Almost everyone stood accounted for. Of the 55 comments on the program, 44 are clearly positive, many of them enthusiastic. Five are negative. These individuals report that observation of their classes was disconcerting and unsettling; it made them nervous, unlike themselves under normal conditions. They did not see compensating advantages. Six people, however, submitted mixed reports, saying essentially that they did not find observation of themselves particularly helpful, but observation of someone else was valuable. In fact, no comment occurred with greater frequency than that one. There is no reason at all to doubt the truth of the statement, but the fact remains that observation cannot take place without someone being observed.

I thought you would be interested in some of the specific comments about the value of the program:

"After hearing much grumbling and complaining about the observation sessions, I delightedly found them to be helpful and enjoyable; and I definitely think they should be repeated. I found observing to be more helpful than being observed."

"Each of us came away with some new approaches and ideas; each of us picked up some 'how-to's' as well as some 'how-not-to's.' "

"The most significant effect is that it gives the observing TA a better sense of his own style and classroom persona. One begins to define oneself by realizing what is decidedly not oneself."

"She became a mirror for me, sometimes of what I thought I might do better, sometimes of what I might do differently, more comfortably for me. Watching her made me more confident about what I do."

"I, for one, learned more from working with someone I don't know well than I would have with someone whose personality I know, and with whom I exchange teaching ideas on a formal basis."

"For the first time I saw one of my own colleagues teaching, and in so doing I discovered a new—and what later became a more effective—way to use the student essay in class. By sitting in as if I were a student, I felt then what my own students might be feeling; as the quarter progressed I found I was taking their perspectives more and more into account as I responded to their questions and comments."

"I became acutely aware of subtle indicators of attention: eye movement, posture, and facial expression—aware not only of how these reflect student interest, but also the interest of the teacher."

"I have discovered what English 171 sounds like from the back row: the message proves to be 'smaller' there than what I had formerly believed."

Here are a number of other observations that grew out of the observations:

1. It would be good to repeat the experience of observation within the same quarter, but time is a consistent problem. Scheduling is the most difficult part, so difficult, in fact, that some of you found the quarter over before you had done what you were supposed to. That's also called procrastination.

"I would hope that a cooperative atmosphere might grow among TA's to the extent that we might freely visit each other's classrooms often. The formal exchange of visits seems to lead necessarily to polite and/or supportive comments, where a more informal system might engender more informative conversation."

2. It would be valuable to observe an instructor in a class that the observer has not yet taught.

3. Peer observation is possibly more valuable than student evaluation for the purpose of improving teaching, although nothing can substitute for sensitivity to student responses:

"The peer observation program is an excellent idea precisely because it encourages the instructor to reconsider his own techniques with a candor the student-evaluation forms generally fail to elicit. Moreover, a fellow instructor can gauge the content of a lesson and the impact of its presentations more incisively than the students themselves."

"The most constructive criticism I receive is through direct student feedback: what interests them, what bores them; which ideas are clear, and which are confused or obscure. This response comes through in the classroom as well as in our conferences. Maybe this rapport is not always possible for teachers, and in such cases the observation sessions might serve a more positive end than mine did. But for me—this term, at least—the lines of communication are open between my students and myself, and this seems the most valuable source for my improvement as a teacher."

4. All stages of the program—pre-conference, observation, and post-conference—are necessary.

"The post-observation conference was perhaps the most useful part of the program, if for no other reason than to clarify remarks

the observer or the instructor misinterpreted. More important, however, the conference encourages discussion of techniques and strategies, something we chat about in the halls or ponder at weekly staff meetings, but seldom discuss at length informally over coffee and a donut. If you decide to continue the program, please include the post-observation conference."

"The program as designed seems both workable and effective. Pre- and post-observation conferences are essential. The attempt to let TA's who are friends or who at least know each other work together is also essential."

5. Whether one's partner should be a friend or whether partners should be two people less well acquainted with one another varies with individuals. We will retain the option of permitting you to arrange for your own partner if you wish.

6. The observation program should be available to new TA's in their first quarter.

"As an experienced TA, I learned more about techniques I've used or discussed with others by observing them from a new point of view. As a new TA I would have greatly appreciated being introduced to various teaching methods and provided with models, especially during my first quarter."

7. Closely related to the previous point is an observation made by a number of people that observing is not easy. One must learn how to observe. A practiced observer needs repeated experiences.

"The descriptions of the classroom activity were useful insofar as they provided a confirmation or negation of one's own observations and feelings. Yet even more useful is the act of observing another instructor. The act of observing provides another model, with which one can compare one's own method. In this respect it would be valuable to provide a 'model' model, such as a film of several instructors, whose methods have proven successful over many years of experience. The film should not substitute, but augment the observation program, which by itself is too capricious. By this I simply mean that the two instructors could have identical problems and similar methods, so that they might not be able to find any insight by observing each other."

To address this need, the Freshman English Committee is planning to videotape part of a class session to use as part of the orientation program in the Fall. Discussion will focus on how to observe. New TA's will then observe each other in the first quarter. During Winter Quarter, they will join all other TA's in the kind of general cooperative observation program we conducted this year.

8. The descriptive mode we encouraged is essentially valuable and should be retained, although individuals may introduce evaluation to the extent that they want it and think it will be helpful.

"The notes that my observer made, and the discussion I had with her, were useful to me precisely in their non-evaluative aspects. They confirmed some of my own suspicions and provided some nice surprises."

"The exchange of observations served to remind me that often more significant exchanges occur in a classroom than mere presentation of rhetorical data. I found that using the descriptive rather than critical mode did not preclude discovery of the relative success or failure of certain techniques. *Seeing* a tactic in operation—questions directed toward eliciting a particular response, for instance—taught more about its limitations than being told I used it. At the same time, an observer is almost always capable of noticing and, hopefully, articulating the effectiveness or the irritating qualities of mannerisms and procedures that have become habitual and 'unconscious.' "

"I would prefer to be critically evaluated as well as simply mirrored. Supposedly objective descriptions are subjectively conditioned anyway, so the merely descriptive comments of my observer bordered on pretense for me. Why not let the observer openly express the criticism or praise he is couching in his descriptive language?"

"The idea of uncritical observation seems, to me, a paradox."

"While I understand that it might be destructive to have observers *looking* for slip-ups, I think an approach that balances observation and critique would prove more successful."

"My partner and I abandoned the purely descriptive approach and at times offered both general and particular evaluative statements when that seemed most desirable. A purely descriptive examination can prove a very bland way of attacking certain problems. Since our approaches to teaching and our personalities were quite different, we were able to offer each other a fresh view. Some of our comments no doubt stemmed for our radically different teaching styles, but generally the new perspective proved helpful.

Even though many of these comments I have quoted emphasize flexibility, I think most of you also realize that if we had not stressed objective description we would have had less satisfactory results. We will continue the descriptive emphasis, leaving to individuals in their conferences to decide whether they want the data interpreted and evaluated.

Another repeated motif in the observations is that we teach in different styles. If we judge only from our own perspective, we perhaps do an injustice to someone else who is operating in a different mode. We must respect differences, and we can do that by first recording what is happening.

Thank you for your comments. We have introduced a new element in our TA training program. You have given it your endorsement and support.

William F. Irmscher

COLLEAGUE EVALUATION #2

UNIVERSITY OF WASHINGTON
SCHOOL OF NURSING
Community Health Care Systems.

SUMMARY STATEMENTS REGARDING "PEER REVIEW" OF TEACHING

(1) The major emphasis of peer review should be on faculty growth and the improvement of teaching effectiveness. Although most faculty today have had little experience with peer review, the major emphasis should be on faculty growth and the improvement of teaching effectiveness.

(2) Faculty desire peer review to be a positive experience done in a non-threatening way. Initially, the results from the first peer review should be kept confidential—between the reviewer and the individual reviewed.

(3) Peer review should be a clearly communicated process. The process should be structured to include the use of clearly stated criteria, applied at regular intervals, resulting in written feedback to the reviewed faculty member.

(4) Expectations may need to be different for different levels of faculty at different stages in their careers. For beginning faculty without previous teaching experience, peer review should be done at least twice in the first year—by the end of the first six months and at the end of the first year.

(5) Measures and strategies for improving teaching should be available for faculty.

(6) Instructional materials, clinical/classroom instruction and colleague support should be included in peer review.

(7) There was no agreement on who should do peer review. Some faculty wanted an objective outside person for a reviewer. Others wanted someone who knew and taught the course to review their teaching.

AL:lp
3/4/80

COLLEAGUE EVALUATION #3

ROUGH DRAFT *ROUGH DRAFT*

UNIVERSITY OF WASHINGTON
SCHOOL OF NURSING
Community Health Care Systems

The attached forms [see Colleague Evaluation, #4, #5, #6] have been designed by the Community Health Care Systems Peer Review Task Force for peer/colleague review of teaching. At this time, the primary goal for peer review expressed by faculty is for the purpose of improving teaching. For this reason the instruments were designed to serve as a guide for the observation of teaching activities in the classroom and clinical setting. They were intended to facilitate the evaluation of teacher activities and should not be used to negate the overall goal of the improvement of teaching.

These instruments as well as the procedures involved with their use are in the trial stages of development. Therefore, your participation in peer review activities is voluntary and we recommend that the findings from such activities remain between the evaluator and the evaluatee.

We make the following suggestions for "ground rules" for using these instruments.

1. We recommend that the evaluator and the evaluatee have a pre- and post-observation meeting to discuss expectations, observations, and perceptions.

2. It is the responsibility of the evaluatee to apprise the evaluator of any extenuating circumstances which may have influenced the classroom/clinical activities. The evaluatee might also use the observation guide as a self-evaluation instrument prior to review by a peer to identify non-relevant items as well as items requiring feedback and assistance.

3. It is the responsibility of the evaluator to focus on the primary goal of review, the improvement of teaching. Feedback should be constructive and detailed enough so that improvement will occur.

COLLEAGUE EVALUATION #4

UNIVERSITY OF WASHINGTON SCHOOL OF NURSING
Community Health Care Systems

DRAFT/CLASSROOM EVALUATION TOOL*

Instructor_____

Date and length of observation_____

Course and section_____

Observer_____

KEY: S = Satisfactory
N = Needs Improvement
U = Unobserved or non-applicable

	RATING	COMMENTS
I. CONTENT		
A. The instructor presents material which:		
1. is relevant to the course objectives	S N U	
2. is useful to nursing majors	S N U	
3. reflects recent research and current practice	S N U	
B. The instructor presents an amount of material which is appropriate for the time allotted	S N U	
C. During the lecture, the instructor covers:		
1. the important topics in the content area	S N U	
2. the topics at a complexity level consistent with the course objectives and student background or preparation	S N U	
3. topics in sufficient detail	S N U	
D. The instructor cites references or sources which:		
1. clarify or support divergent points of view	S N U	
2. provide the best available clarification or support	S N U	
3. are accessible to most students	S N U	
4. are considered current or standard authorities	S N U	
II. DELIVERY (ORGANIZATION OF CONTENT)		
A. The instructor explains the objectives of the lecture	S N U	
B. The instructor explains the relationship between this lecture and past or future lectures	S N U	
C. The instructor uses examples which:		
1. are relevant to the point being made	S N U	
2. clarify confusing points	S N U	
D. During the lecture, the instructor uses transitions which:		
1. provide smooth and logical connections between topics	S N U	
2. provide interesting introductions to new material	S N U	
3. clarify the relationship among various ideas in the lecture	S N U	
E. The instructor demonstrates flexibility by:		
1. adjusting approach to overcome learning difficulties	S N U	
2. addressing student questions and indicators of puzzlement	S N U	
3. using alternative explanations or examples when students appear confused	S N U	
F. The instructor provides closure for the topic or lecture	S N U	
III. STYLE AND INTERACTION		
A. The instructor maintains attention and interest by:		
1. establishing and maintaining eye contact	S N U	
2. varying the tone and pitch of voice	S N U	
3. using effective gestures	S N U	
4. speaking clearly	S N U	
5. using appropriate humor	S N U	
6. avoiding distracting mannerisms	S N U	
B. The instructor's pace:		
1. is appropriate for note-taking	S N U	
2. makes students aware of important points	S N U	
C. The instructor plans an appropriate amount of time for student questions during or at the end of the lecture	S N U	
D. The instructor responds to student questions:		
1. in a non-threatening way	S N U	
2. with clear, coherent answers	S N U	
3. with appropriate and relevant answers	S N U	
4. by tactfully deferring discussion of time-consuming questions until after class	S N U	
5. by rephrasing or redirecting irrelevant questions	S N U	
E. The instructor asks questions of students which:		
1. lead to lively and relevant discussion	S N U	
2. are relevant to the objectives of the lecture	S N U	
F. The instructor allows adequate time for students to respond to questions	S N U	
G. When students are unable to respond or provide unsatisfactory answers, the instructor uses the situation to an educational advantage	S N U	

*DO NOT Reproduce or Quote Without Permission
9/80

COLLEAGUE EVALUATION #5

UNIVERSITY OF WASHINGTON SCHOOL OF NURSING
Community Health Care Systems

DRAFT/CLINICAL EVALUATION TOOL*

Instructor_____

Date and length of observation_____

Course and section_____

Observer_____

KEY: S = Satisfactory
N = Needs Improvement
U = Unobserved or non-applicable

	RATING	COMMENTS
I. CONTENT		
A. The instructor helps students become aware of:		
1. current methods of client care	S N U	
2. the rationale for particular practices or procedures	S N U	
3. possible complications or negative effects	S N U	
4. alternative approaches or solutions	S N U	
B. In appropriate situations the instructor demonstrates clinical skills which are:		
1. appropriate to the client situation	S N U	
2. relevant to the course objectives	S N U	
3. consistent with current practice	S N U	
4. important to nursing majors	S N U	
II. GUIDANCE AND INTERACTION		
A. The instructor communicates expectations and directions clearly	S N U	
B. The instructor makes assignments which:		
1. reflect expectations and objectives of course	S N U	
2. reflect student level and ability or experience	S N U	
3. provide adequate practice opportunities	S N U	
C. The instructor establishes a rapport or working relationship with students which is conducive to learning	S N U	
D. The instructor involves students in client care decisions	S N U	
E. The instructor encourages students to ask questions	S N U	

F. The instructor responds to students' questions:		
1. in a non-threatening way	S N U	
2. with clear, coherent answers	S N U	
3. by assisting the students to discover the answers for themselves	S N U	
4. with appropriate and relevant answers	S N U	
5. by tactfully deferring discussion of time-consuming questions	S N U	
G. The instructor interacts skillfully with other health care providers	S N U	
H. The instructor develops positive working relationships with other health care providers by:		
1. communicating student expectations for learning	S N U	
2. informing staff of student assignments	S N U	
3. informing staff of shared responsibilities	S N U	
4. creating an environment in which staff are comfortable in sharing problems or concerns that they may have (student learning or patient care problems)	S N U	
III. STUDENT LEARNING AND FEEDBACK		
A. The instructor plans time to provide:		
1. adequate supervision of students	S N U	
2. evaluation of student performance	S N U	
3. regular conference time with students	S N U	
B. The instructor's assessment of student strengths and weaknesses reflects course objectives and student expectations	S N U	
C. The instructor reinforces student strengths	S N U	
D. The instructor makes specific suggestions for improvement in a constructive manner	S N U	

*DO NOT Reproduce or Quote Without Permission
9/80

COLLEAGUE EVALUATION #6

UNIVERSITY OF WASHINGTON SCHOOL OF NURSING
Community Health Care Systems

DRAFT/SEMINAR EVALUATION TOOL*

Instructor_____

Date and length of observation_____

Course and section_____

Observer_____

KEY: S = Satisfactory
N = Needs Improvement
U = Unobserved or non-applicable

	RATING	COMMENTS
I. CONTENT		
A. The instructor guides discussion so that it covers:		
1. the important topics in the content area	S N U	
2. the topics at a complexity level consistent with the course objectives and student background or preparation	S N U	
3. topics in sufficient detail	S N U	
4. divergent points of view	S N U	
5. recent research and current practice	S N U	
B. The instructor contributes sources or references which:		
1. clarify or support divergent points of view	S N U	
2. provide the best available clarification or support	S N U	
3. are accessible to most students	S N U	
C. In general, the instructor guides discussion so that students:		
1. demonstrate knowledge by recalling information	S N U	
2. demonstrate comprehension (i.e., by translating information, giving additional examples)	S N U	
3. apply information and concepts to actual or hypothetical problems or situations	S N U	
4. analyze material to discover relationships or to identify important elements	S N U	
5. synthesize material to create concepts or to reach a new conclusion about the topic of the seminar	S N U	
II. DELIVERY (ORGANIZATION OF CONTENT)		
A. The instructor explains the objectives of the seminar	S N U	
B. As a discussion leader, the instructor:		
1. keeps discussion focused on the seminar topic	S N U	
2. refocuses discussion when it begins to wander	S N U	
3. intervenes effectively when discussion lags or wavers	S N U	
C. The instructor contributes examples which:		
1. are relevant to the point being discussed	S N U	
2. clarify confusing points	S N U	
D. The instructor demonstrates flexibility by:		
1. adjusting approach to overcome learning difficulties	S N U	
2. addressing student questions and indicators of puzzlement	S N U	
3. using alternative explanations or examples when students appear confused	S N U	
4. allowing students to explore topics of special interest as appropriate (time permits)	S N U	
E. The instructor provides appropriate closure for the seminar	S N U	
III. STYLE AND INTERACTION		
A. The instructor maintains interest and attention by:		
1. establishing and maintaining eye contact	S N U	
2. reinforcing student participation	S N U	
3. using appropriate humor	S N U	
B. The instructor creates an atmosphere in which:		
1. all or most students participate	S N U	
2. overly vocal students are tactfully discouraged from dominating discussion	S N U	
3. students discuss topics with each other as well as with the instructor	S N U	
4. students feel free to ask questions	S N U	
C. The instructor responds to student questions:		
1. in a non-threatening way	S N U	
2. with clear, coherent answers	S N U	
3. with appropriate and relevant answers	S N U	
4. by tactfully deferring discussion of time-consuming questions until after class	S N U	
5. by rephrasing or redirecting irrelevant questions	S N U	
6. by encouraging other students to suggest answers	S N U	
D. The instructor encourages students to:		
1. develop or expand their own ideas when appropriate	S N U	
2. clarify vague terms or confusing statements	S N U	
3. question inaccurate information or assumptions	S N U	
4. resolve conflicting opinions before continuing discussion	S N U	
E. The instructor asks questions of students which:		
1. lead to lively and relevant discussion	S N U	
2. are relevant to the objectives of the seminar	S N U	
F. The instructor allows adequate time for students to answer questions	S N U	
G. When students are unable to respond or provide unsatisfactory answers, the instructor uses the situation to an educational advantage	S N U	

*DO NOT Reproduce or Quote Without Permission
9/80

COLLEAGUE EVALUATION #7

Characteristics of Constructive Feedback

1. It is *descriptive* rather than evaluative. By describing one's own reactions, it leaves the individual free to use it or not to use it as he sees fit. By avoiding evaluative language, it reduces the need for the individual to respond defensively.

2. It is *specific* rather than general. To be told that one is "dominating" will probably not be as useful as to be told that "in the conversation that just took place, you did not appear to be listening to what others were saying, and I felt forced to accept your arguments."

3. It is focused on *behavior* rather than on the person. It is important that we refer to what a person does rather than to what we think or imagine he is. Thus we might say that a person "talked more than anyone else in this meeting" rather than that he is a "loud-mouth." The former allows for the possibility of change; the latter implies a fixed personality trait.

4. It takes into account the *needs of both the receiver and giver of feedback*. Feedback can be destructive when it serves only our own needs and fails to consider the needs of the person on the receiving end. It should be given to help, not to hurt. We too often give feedback because it makes us feel better or gives us a psychological advantage.

5. It is directed toward *behavior which the receiver can do something about*. Frustration is only increased when a person is reminded of some shortcoming over which he has no control.

6. It is *solicited* rather than imposed. Feedback is most useful when the receiver himself has formulated the kind of question which those observing him can answer or when he actively seeks feedback.

7. It is *well-timed*. In general, feedback is most useful at the earliest opportunity after the given behavior (depending, of course, on the person's readiness to hear it, support available from others, and so forth). The reception and use of feedback involves many possible emotional reactions. Excellent feedback presented at an inappropriate time may do more harm than good.

8. It involves *sharing of information*, rather than giving advice. By sharing information, we leave a person free to decide for himself, in accordance with his own goals and needs. When we give advice we tell him what to do, and to some degree take away his freedom to decide for himself.

9. It involves the *amount of information the receiver can use* rather than the amount we would like to give. To overload a person with feedback is to reduce the possibility that he may be able to use what he receives effectively. When we give more than can be used, we are more often than not satisfying some need of our own rather than helping the other person.

10. It concerns *what is said and done*, or how, not why. The "why" takes us from the observable to the inferred and involves assumptions regarding motive or intent. Telling a person what his motivations or intentions are more often than not tends to alienate the person and contributes to a climate of resentment, suspicion, and distrust; it does not contribute to learning or development. It is dangerous to assume that we know why a person says or does something, or what he "really" means, or what he is "really" trying to accomplish. If we are uncertain of his motives or intent, this uncertainty itself is feedback, however, and should be revealed.

11. It is *checked to insure clear communication*. One way of doing this is to have the receiver try to rephrase the feedback he has received to see if it corresponds to what the sender had in mind. No matter what the intent, feedback is often threatening and thus subject to considerable distortion or misinterpretation.

12. It is *checked to determine degree of agreement from others*. When feedback is given in the presence of other people, both giver and receiver have an opportunity to check with others in the group about the accuracy of the feedback. Is this one person's impression or an impression shared by others. Such "consensual validation" is of value to both sender and receiver.

13. It is followed by *attention to the consequences of the feedback*. The person who is giving feedback may greatly improve his helping skills by becoming acutely aware of the effects of his feedback. He can also be of continuing help to the recipient of the feedback.

14. It is an important step toward *authenticity*. Constructive feedback opens the way to a relationship which is built on trust, honesty, and genuine concern. Through such a relationship, we will have achieved one of the most rewarding experiences that man can achieve and will have opened a very important door to personal learning and growth.

Bergquist, William H. and Steven R. Phillips (1975). *A Handbook for Faculty Development*. Gary H. Quehl (General Editor) The Council for the Advancement of Small Colleges, Washington, D.C. 306 pp.

COLLEAGUE EVALUATION #8

Classroom Training: Microteaching and Teaching Laboratories

A. Microteaching

Microteaching is a technique for the training of teachers developed by Dwight Allen and his colleagues in the Stanford Teacher Education Program during the early and mid 1960's. In their important book on the subject, Allen and Kevin Ryan describe a typical microteaching session:

> A teacher holds up before four children a picture of what appears to be a branch that has five brownish leaves. However, when the students inspect the picture closely, they realize that two of the five leaves are actually butterflies. The teacher then questions the four students, trying to see whether they can come up with an explanation of this phenomenon. Fifteen feet away a supervisor aims the camera of a portable videotape recorder at the group, and occasionally jots down some notes. The lesson lasts for only five minutes, but during this brief time, two things happen: The students discover that the butterflies are camouflaged so that they look like leaves, and that this disguise protects the butterflies from their natural enemies. The teacher has a chance to practice the teaching skill of asking probing questions. As soon as the lesson is over, the supervisor has the students fill out a form. They do this quickly and leave the room. In the minutes that follow, the supervisor and the teacher discuss the lesson, reviewing the supervisor's notes and the forms filled out by the students, and viewing parts of the videotaped lesson. Then, after a short break, the entire process is repeated. However, the second time around, the teacher teaches a different group of four students.[1]

The basic sequence of teach, analyze and reteach, and the focus on a specific teaching skill, in this case probing questions, identify this as a session in microteaching.

1. Assumptions and Procedure

Allen and Ryan make five basic assumptions about microteaching:

First, microteaching is real teaching. Although the teaching situation is a constructed one in the sense that teacher and students work together in a practice situation, nevertheless, bona fide teaching does take place.

Second, microteaching lessens the complexities of normal classroom teaching. Class size, scope of content, and time are all reduced.

Third, microteaching focuses on training for the accomplishment of specific tasks. These tasks may be the practice of instructional skills, the practice of techniques of teaching, the mastery of certain curricular materials, or the demonstration of teaching methods.

Fourth, microteaching allows for the increased control of practice. In the practice setting of microteaching, the rituals of time, students, methods of feedback and supervision, and many other factors can be manipulated. As a result, a high degree of control can be built into the training program.

Fifth, microteaching greatly expands the normal knowledge-of-results or feedback dimension in teaching. Immediately after teaching a brief micro-lesson, the trainee engages in a critique of his performance . . . [and] this feedback can be immediately translated into practice when the trainee reteaches shortly after the critique conference.[2]

A typical microteaching session begins with the presentation of a five-minute lesson by the teacher-in-training to a group of three or four students. The teaching is observed by a supervisor and, when possible, is video taped. At the completion of the five-minute sequence the students complete a brief form which provides feedback on the session and then leave the classroom. The teacher and supervisor go over those forms, view parts of the video tape and, in general, discuss the teaching session. Once the critique is over, the teacher is given a brief period of time to rework the session, incorporating into it the information received from the students, the supervisor, and the video tape. The session is then retaught to a different group of students and the feedback process is repeated. This concludes the microteaching session.

2. A Component Skills Approach to Teaching

Central to the idea of microteaching is the belief that teaching consists of a number of discrete, identifiable activities which can be isolated and taught. Microteaching is a highly focused training device which concentrates on these component skills. Although the specific skills being taught will vary according to the needs of the particular program, Allen and Ryan identify several that are characteristic of most teaching situations and which may be particularly useful to college teachers:

1. Stimulus variation—the ability to vary the pattern of instruction, which includes such elements as the instructor's movement around the classroom, his gestures, his voice level, and his ability to draw attention to important points.
2. Set induction—the ability to prepare a class for learning, often done through an analogy, a demonstration, or a leading question.
3. Closure—as a complement to set induction, the ability to bring a learning activity to a close in a way that not only summarizes the activity but also draws it together into a new conceptualization.
4. Silence and nonverbal cues—the ability to use nonverbal messages to move a class discussion.
5. Reinforcement of student participation—the ability to use both

verbal and nonverbal messages to encourage and control student participation.

6. Questioning—the ability to ask clear, stimulating questions.

7. Use of examples—the ability to use both verbal and visual examples at appropriate times in a discussion.[3]

These and other skills may be identified as desirable and taught through the microteaching process. It must be pointed out, however, that such a set of skills does not imply an ideal or prescribed model of *the* good teacher; instead, microteaching aims at refining and increasing the range of skills available to individual teachers to use as the demands of the situation and the material require.

3. Strengths and Limitations

Microteaching has a number of obvious strengths. It is a highly focused activity that allows an instructor to work on one teaching skill at a time. It provides a safe environment in which to experiment and practice. It provides both rapid feedback and a chance to put that feedback to immediate use by reteaching. Perhaps more important than any of these, however, is that by breaking down the complex act of teaching into clearly identifiable skills, microteaching not only makes teaching a skill which can be taught but it also shows university and college faculty that teaching is not a mystical, personal and, above all, private activity but a rational and public enterprise that can be observed, analyzed, and learned. In other words, the component skills approach advocated by microteaching can serve as an effective way of heightening faculty awareness about the teaching process. Finally, as we shall see when we turn to possible modifications of microteaching for use in higher education, one of the greatest strengths of microteaching is its flexibility. Although a microteaching program developed on Stanford's model may become rather elaborate, the basic sequence of teach, analyze, and reteach is one that can be used in a number of settings. In short, microteaching can become an effective part of any faculty development program.

Like any approach to instructional improvement, of course, microteaching does have its limitations. In spite of the obvious logic of the component skills approach, many faculty will resist microteaching as an unnecessary and even dangerous dissection of an activity that is organic, whole, and unified (even though many of these same faculty will defend such rational analysis in their own fields). Again, objections may be raised to the short time limit of a microteaching session; many faculty may feel, perhaps with some justification, that such a limit does not allow them sufficient time for the natural development of an idea or the practice of a skill. There are also obvious logistic problems involved in bringing together faculty, students, equipment (that may or may not work), and a supervisor at the same time and place. Even a modest microteaching clinic requires careful planning and organization.

There are, however, three perhaps more serious limitations to microteaching. First, as Allen and Ryan acknowledge, microteaching focuses on teaching on the assumption that certain kinds of teaching behavior will result in improved student learning; in other words, microteaching may be unduly concerned with the process of teaching and not enough with the ultimate goal of teaching, which is learning.[4] Second, the concept of microteaching was developed as part of a program for undergraduates about to enter secondary teaching; as such, it could be a required part of their program. No faculty development effort has, nor perhaps should have, that kind of control. Although microteaching clearly works, it is often difficult to get faculty to voluntarily immerse themselves in the process to the point where they will see that it does indeed improve their teaching. Third, microteaching is focused exclusively on in-class performance; it does not deal with the values, attitudes, and structures which surround the classroom and which profoundly influence the kind of teaching and learning taking place there. Microteaching can doubtless produce better lecturers and that is an obvious benefit. It is, however, not likely to cause a faculty member to rethink the assumptions and implications that lie behind the fact that he lectures. Although the advocates of microteaching certainly do not recommend it as the ultimate cure for all our woes, those who are to implement a program of faculty development should also be aware of its limitations. Microteaching can be an effective component of a faculty development program; it can not be the whole program.

4. Modifications for Use in Higher Education

Microteaching can be used and modified in a number of ways to meet the needs of college and university teaching. It can be made the skills training component of a diagnostic/training sequence like the one currently being conducted at the University of Massachusetts under Michael Melnik. It can also serve this same function in a broad program of faculty development, one which concerns itself with both the cognitive and affective aspects of teaching. An obvious use in higher education is in the training of graduate students as teachers. Finally, the concept of teach, analyze, and reteach can be extended in a number of ways, from the creation of simulated classrooms to the videotaping of real ones.

At this point, two definitions of microteaching emerge. On the one hand, microteaching may be seen as the highly focused learning activity described earlier in this chapter; on the other hand, the teach, analyze, reteach sequence can be almost infinitely developed and microteaching then may be seen as almost any activity that incorporates that sequence. One of those activities, the teaching laboratory, has proven effective enough with college and university faculty to warrant further and separate discussion.

B. The Teaching Laboratory

1. General Principles and Procedures

A teaching laboratory provides a safe, controlled environment in which faculty may refine already existing skills or develop new ones. It differs from microteaching primarily in that the skills to be worked on are defined by the faculty member himself.

The teaching laboratory is usually staffed by a supervisor and three to six other individuals who are to be the "students" for the class (as we shall see, these need not be actual students). The supervisor is responsible for directing and controlling the process, which begins with the establishment of a contract between himself and the teacher. This contract is a specific list of the issues or aspects of his teaching the instructor wants information about. Someone about to present a lecture, for instance, may want to know how the "class" responds to his organization, his use of examples, or his pacing, while someone about to lead a class discussion may often request responses to the interest level of the experience or to the kind of questions he is asking. The details of this contract are worked out between the instructor and the consultant to the point that they both know and are comfortable with its terms; like microteaching, the teaching laboratory is a focused activity.

The second step in the process of the teaching laboratory is the teaching of a five- to ten-minute session by the teacher. This session, which is video taped if possible, may be self-contained or may be part of what would be a longer classroom sequence. This is followed by the playback of the video tape if available and then by the feedback session, in which the instructor receives information from both the consultant and the "students" on those aspects of his teaching contracted for earlier. Finally, the instructor is encouraged to repeat this process, incorporating into his reteaching session the information gained during the replay and feedback periods.

2. Use in a Workshop Setting

A workshop, particularly one which has built a level of trust and openness among its members, is an ideal setting for the teaching laboratory. In such a setting several of the participants can be used as students for the class; the instructor who is to do the teaching may request them to role play certain kinds of students (hostile, apathetic, freshmen, and so forth) or he may simply ask them to "be themselves."

There are a number of advantages to using a teaching laboratory as part of a faculty development workshop. Aside from its primary intention of providing the individual faculty member with controlled information about his teaching, it also provides other faculty with an opportunity to see their colleagues teach and to realize that most teaching skills and problems have little regard for disciplinary boundaries. In addition, a teaching laboratory conducted with faculty as students will often generate a general and useful discussion on teaching that may itself be a new experience for many faculty. Finally, the opportunity to give constructive feedback may be a valuable learning experience for the faculty participants; this is often an important point in a workshop to make the distinction between description and evaluation and to discuss the nature of helpful feedback (see Handout Number Ten).

3. Use on a Campus

The teaching laboratory is well adapted to use on an individual campus. Space and workable equipment can usually be made available. Moreover, an on-campus teaching laboratory is an ideal place to involve students in a faculty development program, for instead of using four or five faculty as students—a luxury often not possible in the

conflicts of schedules and commitments—it is often possible to use real students in this role. With a bit of training in observation and feedback, students can add a fresh and vital element to a teaching laboratory; they can, moreover, from a core of student observers who may be useful in other phases of a school's faculty development program.

4. *Strengths and Limitations*

The teaching laboratory shares many of the strengths and weaknesses of microteaching. It is focused, controlled, and relatively safe. It can heighten awareness of the teaching/learning process. It can open up dialogue between colleagues on teaching. It has the additional and important strength of providing faculty with control over the process, for the skills to be observed are defined by the faculty member and not by the program. On the other hand, the teaching laboratory can have logistics problems, may meet initial faculty resistance, and is really only useful in working on traditional skills. Moreover, the teaching laboratory suffers perhaps more than microteaching does from what Allen and Ryan call the "cosmetic effect," the tendency for teachers (and anyone, for that matter) who have not been video taped before to concentrate during their first playback session more on the superficial aspects of appearance and dress than on their teaching behavior. This effect generally fades quite rapidly in the course of a microteaching program, but when, for instance, an individual faculty member may only get one chance to work in a teaching laboratory during a workshop or a semester, the cosmetic effect can become a significant factor. For this reason it is often useful if possible to save the video tape of a faculty member's session so at least he can go over it several times himself if he wishes.

Finally, like microteaching, the teaching laboratory should not constitute an entire faculty development program. Workshops that emphasize or even feature solely the teaching laboratory may provide an important entry point into the process of faculty development for many faculty members; the curious or the brave may be tempted to try out an on-campus teaching laboratory. Yet, like microteaching, the teaching laboratory is focused exclusively on the process of teaching and is not concerned with attitude or with structure. Other components of the faculty development program must deal with these issues.

NOTES

[1] Dwight Allen and Kevin Ryan, *Microteaching* (Reading, Mass.: Addison-Wesley, 1969), p. 1.

[2] Allen and Ryan, pp. 2-3.

[3] This component skills approach to teaching is discussed in more detail in Allen and Ryan, pp. 13-26.

[4] One way of addressing this issue is to incorporate into a teaching laboratory the actual testing of learning made possible in W. James Poparo and others, *Teaching Improvement Kit* (Los Angeles: Instructional Appraisal Services, 1972).

Source: Berquist and Phillips (1977)

COLLEAGUE EVALUATION #9

Colleague Evaluation of Instructional Materials

If faculty begin to submit course materials as part of their dossiers to be reviewed in assessing their teaching contributions, colleagues will necessarily be involved in the process and will need to develop methods for conducting such reviews.

The following guidelines for conducting these reviews are recommended when the reviews are submitted as part of the evaluation of teaching in the personnel review process. Communication of the evaluation can assist the faculty member in improving his/her teaching, but must be undertaken in a way which will not violate the confidentiality of the review process. Less formal mechanisms for colleague review of instructional materials can be undertaken if the review is strictly for improvement purposes. Faculty should be encouraged to continue to solicit the expertise of their colleagues to provide informal peer review and consultation.

A. Only colleagues who are qualified to evaluate the instructional materials for each course should be included as reviewers. "Qualified" colleagues might be limited only to those who teach comparable courses in other departments or institutions (i.e., outside reviewers for highly specialized courses) or might include any faculty member in the department. The specifics need to be worked out appropriately for individual courses. If the faculty member knows of qualified individuals who might not otherwise be known to the chair or committee, he/she might submit that individual's name for consideration in the selection of reviewers.

B. A minimum of three colleagues should *independently* review instructional materials according to a *specified* list of criteria developed into a checklist, rating form, or set of questions.

C. Criteria for reviewing instructional materials should be developed at the departmental level and should take into consideration special features of courses taught in the department. The criteria should be relevant to the type of information being reviewed; for example, reviewers might be asked:

Keeping in mind the nature and level of the course being reviewed and considering the materials as a whole, what do the materials indicate about the instructor's:

Knowledge of recent developments in the field?

Coverage of basic concepts, ideas, or works in the field?

Attempt to challenge or stimulate students intellectually?

Choice of appropriate instructional materials for the level of course?

Clarity and appropriateness of goals or objectives for the course?

Efforts to provide a meaningful organization of course content?

Emphasis on developing students' analytic or problem-solving skills?

Attempts to relate subject matter to other academic disciplines or to major social problems?

Efforts to provide students with constructive feedback on their work?

Evaluation procedures and examination items in terms of course objectives?

Responsiveness to the interests or needs of different kinds of students?

D. Reviewers should be given sufficient time to evaluate materials and a deadline for submitting evaluations should be presented at the time reviewers' assistance is first solicited.

E. Although the instructor should be provided with feedback information regarding the evaluation of course materials (if such evaluation is to lead to improvement), providing such information may present problems of confidentiality in the personnel review process. A summary of evaluations by the chair or departmental committee might be communicated to the faculty member orally or in writing. Conducting such colleague reviews of instructional materials at times other than when the individual is up for a personnel action (i.e., for purposes of improvement rather than promotion) would allow such information to be transmitted more directly.

Source: *Report of the Task Force on Teaching Evaluation*. University of California, Berkeley (1980)

COLLEAGUE EVALUATION #10

Teaching Materials and Procedures Appraisal

Teacher_____ Course_____

Term _____ Academic Year _____

Appraiser(s)_____ Title of appraiser(s) _____

The following appraisal form contains questions which should be helpful in judging this category. Additional questions may be added. Also, you may want to add a summary statement in your own words.

Directions:

Rate each item, giving the highest scores to unusually effective teaching materials and procedures.

Highest			Average			Lowest	Not Appropriate
7	6	5	4	3	2	1	X

____ 1. How would you rate the overall quality of the course outline, if one is used?

____ 2. From what the instructor distributes, or from what is said, do you believe that the students gain a coherent picture of the course?

_____ 3. Do the grading procedures seem reasonable and fair?
_____ 4. Do the materials reflect the most acceptable authority sources as well as new views and evidence in the field?
_____ 5. From what can be gleaned from the course materials and procedures, do you believe that the students have a challenging and meaningful experience in the classroom?
_____ 6. Based upon an examination of course materials and procedures, how would you rate the course preparation and teaching concern of this individual as compared with other teachers in the department?
_____ 7. As compared with others in the institution as a whole?
_____ 8.
_____ 9.
_____ Composite rating.

Copyright © 1972 by Jossey-Bass, Inc., Publishers
May not be reproduced in any form.

COLLEAGUE EVALUATION #11

Colleague Description of Teachers, Short Form

Instructor_____

Department_____

I. The following items reflect some of the ways teachers can be described. For the instructor named above, please circle the number which indicates the degree to which you feel each item is descriptive of him or her. In some cases, the statement may not apply to this individual. In these cases, check *Does not apply* or *don't know* for that item.

	Not at all Descriptive						*Very Descriptive*	*Doesn't apply or don't know*
1. Does original work that receives serious attention from others, corresponds with others about his work, expresses interest in colleagues' work, gives papers at conferences and keeps up with current developments	1	2	3	4	5	6	7	( )
2. Is well read in and knowledgeable about his subject and related fields and is sought out by colleagues for advice on academic matters	1	2	3	4	5	6	7	( )
3. Encourages students to talk with him, is involved in campus activities and has a congenial relationship with colleagues	1	2	3	4	5	6	7	( )
4. Meets with students informally and is conscientious about appointments and office hours. Recognizes his students and encourages them to talk with him	1	2	3	4	5	6	7	( )
5. Is interested in teaching, seeks advice and discusses teaching with colleagues	1	2	3	4	5	6	7	( )
Is friendly toward and interested in the work of his colleagues	1	2	3	4	5	6	7	( )

(Additional items may be presented by instructor and/or department)

II.

1. How does this instructor compare with other teachers at this school?

Among the very worst			*About average*			*Among the very best*
1	2	3	4	5	6	7

2. How does this instructor compare with other teachers in this department?

Among the very worst			*About average*			*Among the very best*
1	2	3	4	5	6	7

You are invited to comment further on the effectiveness of this instructor especially in areas not covered by the questions.

Source: Developed by Robert C. Wilson and Evelyn R. Dienst, Center for Research and Development in Higher Education, University of California, Berkeley. Form CSF. Reproduced by permission of the authors.

COLLEAGUE EVALUATION #12

Classroom Visitation Appraisal

Teacher_____ Course_____

Term_____ Academic Year_____

Visitor(s)_____ Title_____

The following appraisal form contains 12 questions, many of which are found on the student appraisal of teaching form. In addition, you may want to develop a narrative description of your visitation.

Directions:

Rate teaching on each item, giving the highest scores for unusually effective performances.

Highest			Average			Lowest	Don't Know
7	6	5	4	3	2	1	X

_____ 1. Were the major objectives of the course made clear to you?
_____ 2. How well was the class presentation planned and organized?
_____ 3. Were important ideas clearly explained?
_____ 4. How would you judge the professor's mastery of the course content?
_____ 5. Was class time well used?
_____ 6. Did the professor encourage critical thinking and analysis?
_____ 7. Do you believe the professor encouraged relevant student involvement in the class?
_____ 8. How did the professor react to student viewpoints different from his own?
_____ 9. How would you describe the attitude of students in the class toward the professor?
_____ 10. Do you believe that your visitation was at a time when you were able to fairly judge the nature and tenor of the teaching-learning process?
_____ 11. Considering the previous 10 items, how would you rate this teacher in comparison to others in the department?
_____ 12. As compared with others in the institution?
_____ 13.
_____ 14.
_____ Composite rating.

Yes _____ No_____ Did you have a preliminary conference with the teacher before the visitation?

Yes _____ No_____ Did you have a follow-up conference?

Comments after class visitation: _____

_____

Comments after follow-up conference: _____

_____

Copyright © 1972 by Jossey-Bass, Inc., Publishers
May not be reproduced in any form.

COLLEAGUE EVALUATION #13

Classroom Observation Report

Instructor evaluated _____ Course _____

Number of students present _____ Date _____

Evaluator(s) _____

Purpose: The purpose of this classroom observation report is to provide a point of departure for improving teaching.

Instructions: Several days prior to the classroom visit, the instructor should provide the observer with a copy of the course syllabus containing course objectives, content, and organization as well as the means that will be used to assess student achievement.

The observer should meet with the instructor within 3 days after the visit to discuss his observations and conclusions.

Please feel free to use the reverse side of this page to elaborate on your comments.

1. Describe the instructor's teaching as it relates to content mastery, breadth and depth.
2. Describe the method of instruction.
3. How clear and well-organized is the presentation?
4. Why do you consider the instruction to be of an appropriate or inappropriate level and quality?
5. Describe the form and extent of student participation.
6. What specific suggestions would you make to improve instruction in this particular class?

Source: Seldin (1980)

COLLEAGUE EVALUATION #14

Suggested Categories and Items For Colleague or Self-Review of Videotaped Classes

Importance and Suitability of Content

Directions: Respond to each of the statements below by circling the number which most closely corresponds to your observation.

3 = Very Satisfied
2 = Satisfied
1 = Needs Improvement
NA = Not Applicable

1. The material presented is generally accepted by colleagues to be worth knowing. 3 2 1 NA
2. The material presented is important for this group of students. 3 2 1 NA
3. Students seem to have the necessary background to understand the lecture material. 3 2 1 NA
4. The examples used drew upon students' experiences. 3 2 1 NA
5. When appropriate, a distinction was made between factual material and opinions. 3 2 1 NA
6. When appropriate, appropriate authorities were cited to support statements. 3 2 1 NA
7. When appropriate, divergent viewpoints were presented. 3 2 1 NA
8. A sufficient amount of material was included in the lecture. 3 2 1 NA

   Circle one if appropriate:

   a. too much material was included.
   b. not enough material was included.

Other Comments:

Organization of Content

Introductory Portion

1. Stated the purpose of the lecture. 3 2 1 NA
2. Presented a brief overview of the lecture content. 3 2 1 NA
3. Stated a problem to be solved or discussed during the lecture. 3 2 1 NA
4. Made explicit the relationship between today's and the previous lecture. 3 2 1 NA

Body of Lecture

5. Arranged and discussed the content in a systematic and organized fashion that was made explicit to the students. 3 2 1 NA
6. Asked questions periodically to determine whether too much or too little information was being presented. 3 2 1 NA
7. Presented information at an appropriate level of "abstractness." 3 2 1 NA
8. Presented examples to clarify very abstract and difficult ideas. 3 2 1 NA
9. Explicitly stated the relationships among various ideas in the lecture. 3 2 1 NA
10. Periodically summarized the most important ideas in the lecture. 3 2 1 NA

Conclusion of Lecture

11. Summarized the main ideas in the lecture. 3 2 1 NA
12. Solved or otherwise dealt with any problems deliberately raised during the lecture. 3 2 1 NA
13. Related the day's lecture to upcoming presentations. 3 2 1 NA
14. Restated what students were expected to gain from the lecture material. 3 2 1 NA

Other Comments:

Presentation Style

Voice Characteristics

1. Voice could be easily heard. 3 2 1 NA
2. Voice was raised or lowered for variety and emphasis. 3 2 1 NA
3. Speech was neither too formal nor too casual. 3 2 1 NA
4. Speech fillers, for example, "okay now," "ahmm," etc. were not distracting. 3 2 1 NA
5. Rate of speech was neither too fast nor too slow. 3 2 1 NA

Nonverbal Communication

6. Established eye contact with the class as lecture began. 3 2 1 NA
7. Maintained eye contact with the class. 3 2 1 NA
8. Listened carefully to student comments and questions. 3 2 1 NA
9. Wasn't too stiff and formal in appearance. 3 2 1 NA
10. Wasn't too casual in appearance. 3 2 1 NA
11. Facial and body movements did not contradict speech or expressed intentions (for example, waited for responses after asking for questions). 3 2 1 NA

Other Comments:

Clarity of Presentation

1. Stated purpose at the beginning of the lecture. 3 2 1 NA
2. Defined new terms, concepts, and principles. 3 2 1 NA
3. Told the students why certain processes, techniques, or formulae were used to solve problems. 3 2 1 NA
4. Used relevant examples to explain major ideas. 3 2 1 NA
5. Used clear and simple examples. 3 2 1 NA
6. Explicitly related new ideas to already familiar ones. 3 2 1 NA
7. Reiterated definitions of new terms to help students become accustomed to them 3 2 1 NA
8. Provided occasional summaries and restatements of important ideas. 3 2 1 NA
9. Used alternate explanations when necessary 3 2 1 NA
10. Slowed the word flow when ideas were complex and difficult. 3 2 1 NA
11. Did not often digress from the main topic 3 2 1 NA

    Talked to the class, not to the board or windows. 3 2 1 NA

    The board work appeared organized and legible. 3 2 1 NA

Other Comments:

Questioning Ability

1. Asked questions to see what the students knew about the lecture topic. 3 2 1 NA
2. Addressed questions to individual students as well as the group at large. 3 2 1 NA
3. Used rhetorical questions to gain students' attention. 3 2 1 NA
4. Paused after all questions to allow students time to think of an answer. 3 2 1 NA

5. Encouraged students to answer difficult questions by providing cues or rephrasing. 3 2 1 NA
6. When necessary, asked students to clarify their questions. 3 2 1 NA
7. Asked probing questions if a student's answer was incomplete or superficial. 3 2 1 NA
8. Repeated answers when necessary so the entire class could hear. 3 2 1 NA
9. Received student questions politely and when possible enthusiastically. 3 2 1 NA
10. Refrained from answering questions when unsure of a correct response. 3 2 1 NA
11. Requested that very difficult, time-consuming questions of limited interest be discussed before or after class or during office hours. 3 2 1 NA

Other Comments:

Establishing and Maintaining Contact with Students

Establishing Contact

1. Greeted students with a bit of small talk. 3 2 1 NA
2. Established eye contact with as many students as possible. 3 2 1 NA
3. Set ground rules for student participation and questioning. 3 2 1 NA
4. Used questions to gain student attention. 3 2 1 NA
5. Encouraged student questions. 3 2 1 NA

Maintaining Contact

6. Maintained eye contact with as many students as possible. 3 2 1 NA
7. Used rhetorical questions to re-engage student attention. 3 2 1 NA
8. Asked questions which allowed the instructor to gauge student progress. 3 2 1 NA
9. Was able to answer students' questions satisfactorily. 3 2 1 NA
10. Noted and responded to signs of puzzlement, boredom, curiosity, and so on. 3 2 1 NA
11. Varied the pace of the lecture to keep students alert. 3 2 1 NA
12. Spoke at a rate which allowed students time to take notes. 3 2 1 NA

Other Comments:

COLLEAGUE EVALUATION #15

Outline of Colleague Observation Guide

A. Content Suitability
- Relationship to course syllabi, assigned readings
- Content is worth knowing
- Content represents current thinking in discipline
- Presentation of divergent viewpoints
- Level of difficulty of material

B. Organization of the Content
- Logical sequence of topics
- Pace of the lecture, discussion topics
- Provision of summaries and syntheses
- Appropriate use of class time

C. Instructor's Clarity of Presentation
- Definition of new terms, concepts, principles
- Relevance of examples
- Relationship to lab and discussion group assignments

D. Instructor's Questioning Ability
- Asks variety of types of questions (rhetorical, open-ended, short answer)
- Engages class members in discussion
- Allows and encourages students to respond to each other
- Directs discussion that is centered on the intended topic

E. Instructor's Style
- Stimulates student thinking
- Engages student in problem solving activities
- Appropriate modeling behavior
- Professional and ethical behavior

F. Instructor-Student Interactions
- Reinforces and encourages student contributions
- Creates stiff versus relaxed atmosphere
- Demonstrates mutual respect
- Personal mannerisms and teaching style (voice, vocabulary) are suitable

Source: *Improving Your Lecturing*. Diamond, Sharp, and Ory (1978).

COLLEAGUE EVALUATION #16

Colleague Observation in Classroom and Clinical Settings

Classroom visitation is a form of colleague evaluation which our survey indicated has a high degree of faculty support as a useful source of information. It currently is one of the least commonly used methods of evaluating teaching for personnel actions, although in certain disciplines and contexts (e.g., team-taught courses) colleague classroom observation itself is a fairly common occurrence.

The following suggested guidelines apply primarily to the use of observation for evaluation to be included in the personnel review process. Although some of the guidelines might be useful whenever colleague observation is undertaken (e.g., use of an explicit list of criteria or "things to look for"), faculty need not be concerned with questions of multiple observers and observations if the purpose is an informal consultation, undertaken at the instructor's own invitation for the purpose of improvement.

When colleague observation is undertaken as part of the review process, the most important considerations in establishing systematic and fair procedures are:

A. The number of colleagues selected to make *independent* observations needs to be sufficient to ensure an unbiased and balanced appraisal. Research on colleague evaluation indicates that, in general, agreement between colleagues is not as high as that between students. Thus, a sufficient number of observers is very important. Colleagues selected to observe should have knowledge of course content and a reputation for being fair. Most often a special selection of observers needs to be made; however, in some situations (e.g., clinical settings, team taught courses), colleagues naturally have an opportunity to observe one another's teaching. These individuals may be asked to complete a systematic evaluation based on their observations. An unbiased sampling of those who have observed the individual is important. In most situations this probably will mean soliciting evaluations from all colleagues who have regularly observed the individual's teaching.

B. The number and timing of the classroom visits by each colleague need to be considered carefully. In courses taught exclusively by the lecture method, at least two visits by each colleague evaluator are necessary. If, however, the instructor employs a variety of teaching strategies (e.g., lecture, discussion, student presentations, role playing, etc.), it would be very difficult to choose one or two class sessions which would be "typical" or would give a balanced picture of the instructor's teaching. In some small classes, the presence of an observer may be more distracting than in a larger class, and frequent observations by several colleagues during a single term might be problematic. The number and timing of visits should probably be worked out between colleague evaluators and faculty member being evaluated to assure an adequate evaluation with minimal disruption.

C. It is important to have a set of explicit criteria by which colleague observers are asked to judge the quality of the teaching. This will make the evaluations more reliable and the evaluations made by different colleagues more comparable. For colleagues observing strictly for the purpose of evaluations, the criteria help to guide the observations. For colleagues who have ongoing contact and observation they help to summarize the impressions developed over numerous observations.

D. Criteria selected should reflect aspects of teaching on which there is broad departmental consensus and for which faculty observers would be in the best position to provide information. For example, faculty observers might be asked how well prepared the instructor was for the class session, but should not be asked to comment on the instructor's accessibility to students outside of class if this has not been observed. Colleagues may reasonably be asked to comment on the instructor's coverage of a topic or on the appropriateness of the teaching strategy, but should not be asked to evaluate student motivation or satisfaction which can only be inferred, at best. Comments about actual student participation, however, would be appropriate.

E. The number of criteria should be kept small and appropriate to the type of teaching done in the department. The format may consist

of open-ended questions or rating scales or a combination of these. One item or question on the overall effectiveness of the instructor's teaching for that class session might be included but should not substitute for the more specific and detailed criteria or behaviors.

Considering both the limitations and possibilities of the subject matter and course, how would you rate the overall teaching effectiveness the instructor demonstrated during this class session?

Not at all effective			Moderately effective			Very effective
1	2	3	4	5	6	7

F. Colleague observation and evaluation of clinical teaching present problems analogous to those which arise with small classes. Clinical teaching takes place most often in a one-to-one or small group context. The presence of several colleague observers would be intrusive and might significantly disrupt the teaching and practice situation. On the other hand, many clinical settings provide a natural situation for colleague observation. Indeed, colleagues often work side by side in clinical settings and frequently observe one another's teaching. Observation for evaluation should take advantage of these natural observation opportunities in much the same manner as evaluation based on observation in team-taught courses. There should be some indication as to the content, frequency, and length of the observations on which the evaluation is based. Where such natural observation is not possible and special visits for colleague observation-evaluation are needed, only one observer at a time should be present, and each observer should have an opportunity to make several observations over a period of time.

The development of criteria for the evaluation of clinical teaching should follow guidelines for regular courses although the specific items would be different and sensitive to the nature and purpose of clinical teaching. For example, in medicine, the observer might be asked to comment on the instructor's integration of biomedical information and clinical management or actual demonstration of a procedure or technique.

For the purpose of improvement, the videotape technique described below has been used in clinical settings as well as in the classroom. With careful management and training of video technicians, intrusiveness can be reduced to an acceptable level. Portable video recording devices have been used successfully to follow a clinical instructor on hospital ward rounds.

G. Feedback to the faculty member is an important consideration and a departmental policy should be developed for this. For the evaluations to have usefulness for the improvement of teaching, feedback and discussion are essential; yet it may present certain problems of confidentiality when colleague evaluation is conducted as part of the personnel process.

H. An important method of evaluation for instructional improvement is the use of videotape for the instructor's own review, to be reviewed with a campus expert on the use of videotape in analyzing teaching or for review with a colleague. A colleague can sit down with the instructor in identifying problematic areas or special teaching strengths the instructor demonstrated. Such colleague review would be for improvement purposes rather than for promotion. The colleague's suggestions should therefore be supportive and constructive, focusing on the specific behaviors or activities that were deemed effective or ineffective with suggestions, perhaps, of how they might be changed or improved.

I. Because colleague observation may be a highly sensitive issue for some, wherever such observation is newly undertaken by a department as part of its own mandated evaluation of teaching, it should be approached with cautious consideration and advice from experienced colleagues in other departments or campus experts in evaluation and teaching consultation.

Source: *Report of the Task Force on Teaching Evaluation, University of California, Berkeley (1980)*

COLLEAGUE EVALUATION #17

University of Washington School of Medicine Criteria for Peer Evaluation of Teaching

Peer Review Committees examine data provided by the faculty member and add to it their own observations of that person's teaching ability. These data are grouped into three major areas: (1) Teaching and Advising abilities, (2) Contributions to teaching, and (3) Instructional Scholarship. Criteria for making qualitative judgments on these data are outlined under each major area.

A. Teaching and Advising Abilities
   1) Teaching Performance
      a) Is knowledgeable and analytical
      b) Is clear and organized in presenting ideas
      c) Is enthusiastic and stimulates interest in the subject
      d) Interacts skillfully with students and residents
      e) Provides guidance and clinical supervision
      f) Models positive professional characteristics
   2) Course Planning and Management
      a) Course Organization
         1) The syllabus adequately outlines the sequence of topics to be covered.
         2) The stated course objectives are clear.
         3) The outline and sequence of topics is logical.
         4) The course does not duplicate other courses.
         5) The difficulty level is appropriate to the enrolled students.
      b) Reading, Projects, and Laboratory Assignments
         1) The reading list is up-to-date and represents the work of recognized authorities.
         2) Readings are well selected and are appropriate for level of course.
         3) The amount of reading and homework is appropriate.
         4) Students are given ample time to complete assignments/take home exams.
         5) Assignments provide appropriate learning activities.
         6) A variety of assignments are available to meet individual student needs.
         7) The written assignments and projects are carefully chosen and reflect course goals.
      c) Exams and Grading
         1) The exam content is representative of the content and course objectives.
         2) The exams are graded in a fair and consistent manner.
         3) The grade distribution is appropriate for level of course.
      d) Course Administration
   3) Student and Resident Advising Ability
      a) Demonstrated personal interest in students and residents
      b) Assists students to achieve their objectives
      c) Is accessible
      d) Provides professional and personal counsel
      e) Is constructively critical yet supportive of student progress
      f) Is dependable
      g) Takes committee membership seriously

B. Contributions to Teaching
   1) Teaching load
   2) Academic administration
   3) Committee membership
   4) Professional Organization Membership

C. Instructional Scholarship
   1) Research on teaching
   2) Publications and presentations on teaching
   3) Grants to improve teaching
   4) Innovations in teaching

COLLEAGUE EVALUATION #18

Peer Observation Form for Clinical Teaching

Observed_____ Date_____ Length of Observation_____

Observer_____ Setting_____

Directions: Components of clinical teaching are listed below to provide a framework for viewing a colleague's instruction. Write specific observations in relation to factors which are appropriate. Use the bottom of the form to summarize strengths and recommendations for improvement.

1. KNOWLEDGEABLE AND ANALYTICAL (breadth, analysis and synthesis of ideas)
2. ORGANIZATION AND CLARITY OF THOUGHT (stresses important concepts)
3. ENTHUSIASM AND STIMULATION OF INTEREST (enjoys teaching and profession, dynamic and energetic)
4. ESTABLISHES RAPPORT (shows respect and personal interest in students, listens, supportive)
5. COOPERATES WITH OTHER HEALTH CARE PROVIDERS (communicates and interacts skillfully)
6. ACTIVELY INVOLVES LEARNERS (challenges thought, questions, answers precisely)
7. PROVIDES DIRECTION AND FEEDBACK (guides skill development, observes performance, provides feedback)
8. DEMONSTRATES CLINICAL SKILLS AND PROCEDURES (utilizes skill, judgment and technique)
9. PROFESSIONAL CHARACTERISTICS (self-confidence, openness, respect, lack of arrogance, responsibility)

STRENGTHS	RECOMMENDATIONS

Developed by David Irby, Division of Research in Medical Education, University of Washington

COLLEAGUE EVALUATION #19

Peer Observation Form for Classroom Teaching

Observed_____ Date_____ Length of Observation_____

Observer_____ Setting_____

Directions: Write specific observations in relation to each appropriate factor. Use the bottom of the form to summarize strengths and recommendations for improvement.

CLARITY AND ORGANIZATION
1. Begins by stating importance of topic, objectives, and by previewing main points.
2. Presents 2 to 5 main points clearly with supporting examples.
3. Uses instructional resources (e.g., slides).
4. Summarizes to achieve closure.

PRESENTATION STYLE
5. Exhibits enthusiasm and stimulates interest in topic.
6. Uses well modulated, clearly articulated speaking voice.
7. Presents without disturbing mannerisms.
8. Paces for note-taking.

GROUP INTERACTION
9. Encourages active participation.
10. Uses questions to challenge thought and stimulate discussion.
11. Responds to questions in clear and non-threatening way.

CONTENT
12. Organizes content logically.
13. Uses up-to-date materials and references.
14. Presents content at appropriate level of complexity and quantity.

HANDOUTS AND EXAMS
15. Prepares appropriate supplementary resources.
16. Examines and grades fairly.

STRENGTHS	RECOMMENDATIONS

Developed by David Irby, Division of Research in Medical Education, University of Washington

COLLEAGUE EVALUATION #20

III. Evaluation of Teaching by Teaching Assistants

Teaching assistants are in a unique position to provide information about teaching. Their role in assisting with the delivery of instruction brings them into contact with students throughout a course. As a result, they are potential sources of information about such issues as course organization, clarity of presentation, effectiveness of communicating with students, and fairness and appropriateness of examinations.

On the other hand, there is a problem in using TAs in the collection and interpretation of teaching information. Since TAs almost always are graduate students in the academic department of the faculty for whom information is sought, they are uniquely vulnerable to pressures which make their participation particularly sensitive. Evaluation of faculty teaching by TAs is not specifically recommended unless both TAs and faculty feel confident that procedures for gathering information will assure fair and appropriate responses while preserving the anonymity of individual TAs.

The following guidelines are suggested for obtaining teaching evaluation information from a teaching assistant for faculty personnel actions.

A. Interpretation of evaluations by a TA requires some understanding of the context of the TA's judgment. When evaluations will be used in a faculty personnel case, it is essential that the following kinds of information be available:

1. Who requested the assessment—e.g., department chair, head of a departmental committee, or faculty member under review, in gathering information for personnel actions, it is not good practice for the faculty member under review to request information from a TA.

2. The use to which the information will be put, as communicated to the TA—e.g., for improving the quality of a course, or for assessing a faculty member's teaching for a personnel decision.

3. Who will see the information the TA provides, as communicated to the TA—e.g., department chair, departmental faculty committee (with or without student representation), all faculty in the department except the person under review, or the person under review.

4. The basis for the TA's assessment, including the number of courses TA'd for the instructor, particular role(s) involved, amount of contact with students (and the opportunity to obtain informal student opinion about the course), and the extent to which each major aspect of the course was observed—e.g., were all lectures attended by the TA?

These four kinds of information can be obtained from each TA as part of the written response suggested below in B. Alternatively, this information could be provided by a person or committee charged to collect and summarize TA opinions.

B. A TA should be asked to provide *in writing* evaluative information about teaching if the information is to be used for personnel actions. This will tend to minimize the risk of verbal comments being misunderstood or of a case being based only on hearsay evidence.

C. Evaluations by a TA should include the following considerations:

1. A description of the nature and amount of contact with instructor and course.

2. Examples, illustrations, or other evidence to support every judgment to the extent possible.

3. Ordinarily, an overall judgment of the effectiveness of the faculty member's teaching and an analysis of the particular strengths and weaknesses of the teaching as reflected in the design, preparation, and conduct of the course(s). (The department also may request specific comments on particular aspects of teaching; such requests should be explicit and emphasize need for supporting evidence where available.)

4. The extent to which working with the instructor contributed to the TA's professional development with respect to teaching.

5. The adequacy of supervision received as a TA.

D. Confidentiality of teaching evaluations by the TA is of prime importance if the TA is to respond candidly and fairly. It is essential that appropriately objective information about faculty teaching be treated at least with the same standards of confidentiality as assessments by faculty colleagues. The TA is particularly vulnerable on the confidentiality issue, because of the possible breadth of exposure (all faculty in the department might see a TA's comments) and his/her role as apprentice academic professional who must continue professional preparation under auspices of the person being critiqued. To maximize the degree of confidentiality accorded TA assessments, the following alternatives are suggested:

1. Solicit and collect TA evaluations through someone with minimal influence over the TA's progress through the academic program, future employment as TA or research assistant, or professional placement after graduation. Examples include departmental administrative assistants and graduate student committees.

2. Solicit and collect TA evaluations through a departmental committee, which then summarizes obtained opinions. The summary for any faculty member should not identify individual TAs, but should characterize fairly the entire range of opinions and the kinds of evidence on which the opinions are based. In case of challenge, documentation of a TA's opinions must be available in a confidential file.

3. Solicit and collect TA evaluations through a committee of graduate students. The charge and required backup documentation should be the same as for a departmental committee. The primary advantage over alternative 2 is the reduced exposure of individual TA comments to regular faculty members, while preserving the faculty's right to challenge assessments.

E. Whenever evaluative information from several TAs is summarized for personnel action, it is important the summary indicate the number of TAs who worked with the faculty member, and the number of TAs from whom information is available.

F. Whenever possible, TA opinions should be compared with reactions of TAs to other instructors in similar teaching situations.

The above guidelines deal primarily with teaching evaluations for use in faculty personnel actions. The same mechanism is appropriate for gathering information for improving instruction, but the need for stringent controls for this purpose is generally less. While information according to the above guidelines can be useful in improving instruction, a number of other more informal mechanisms also can be suggested.

A. A TA in direct contact with students can tell the instructor how students feel about the course and identify areas of difficulty with the course materials, organization, or teaching methods. Some of this information can be gathered simply by reasonable observation during a TA's section meetings or laboratories. More detailed information can be gained if a TA occasionally uses simple questionnaires (e.g., "How's the course going so far?" and "What improvements can you suggest?") to sample quickly student opinion about the section and the course. Another simple technique is for a TA to make a point of talking to one or two different students after each class meeting. A TA could simply ask "How's it going?"; "How do you feel about the course?"; "Is there anything we are doing particularly well?"; "Are you having any particular problems with the course?" Such information could easily be summarized at a periodic (at least weekly) meeting between instructor and TA. Such information is most likely to be obtained if the instructor makes clear that these activities are an expected and normal part of a TA's responsibilities and actively seeks the information on a regular basis.

B. A TA who scores exams, papers, or projects can provide detailed information about difficult blocks in course material and identify questionable exam items, if instructed to do so.

C. Weekly or other regular meetings between instructor and TA, suggested in A above, can provide a forum for discussion of philosophies, strategies, as well as logistical details of teaching within the discipline. Such discussions can contribute directly to the TA's professional development in ways which may directly affect his/her class behavior.

Source: *Report of the Task Force on Teaching Evaluation*, University of California, Berkeley (1980).

COLLEAGUE EVALUATION #21

The University Project Committee concluded that ample evidence exists to support the idea that a formal faculty development and evaluation program is a positive and productive program when it is well structured and administered. The data indicate, however, that the University programs are not uniform, well structured, nor effectively administered. Therefore, the committee recommends:

1. Each school revise its own faculty evaluation and development program. The revised program should include the following:

(a) Objectives and uses (promotion, tenure, graduate faculty, salary adjustments, etc.).

(b) Each objective should include: *Areas to be Evaluated* (e.g., teaching, research, service); *Criteria* (specific attainments under each area); *Standards* (level of attainment expected for each criteria); *Evidence* (data to be used in determining level attained).

(c) Procedures (sequence of activities to be used in making personnel decisions, assisting with development, or carrying out other purposes).

(d) Plan for implementation.

2. Each school submit its proposed program to the Vice President for Academic Affairs for review and approval.

3. While each school may have a faculty evaluation and development program which meets its individualized needs, objectives, roles, etc., each of the following principles should be incorporated into school programs:

(a) The design of the revised faculty evaluation and development program should include faculty inputs via committees, etc.

(b) The revised faculty evaluation and development program should be written, distributed, and explained clearly to each faculty member.

(c) The plan should be sufficiently flexible to accommodate individual differences in faculty assignments, but in all cases should reflect the objectives of the department, school, and University. Recognizing the differences, specializations and interests of individual faculty members and the *different ways in which they contribute to the University*, varying degrees of importance in teaching, research, public service, etc. should be considered in the design and acceptance of each school's faculty evaluation and development program. Faculty members should be clearly informed at the time of their initial appointment of their duties, assignments, and responsibilities and should be evaluated on the basis of the criteria specified in their initial appointment, e.g., instruction, research, and/or extension, *unless* such appointment is changed. If the appointment is changed, the accompanying criteria should also be changed. Further, under such circumstances, the faculty member should be *advised in advance* so that proper adjustments can be made in time, effort, direction, etc.

(d) Faculty members should have inputs into their own evaluation and development. Inputs by others, e.g., students, peers, etc., should be left to the discretion of the individual school. However, the Committee strongly recommends that student inputs be a part of the program and if the inputs are used in either summative or formative decisions, then the procedures whereby student inputs are collected should adhere to the following stated minimal standards.

(1) Student inputs should be unsigned.

(2) The instructor of the course from which student inputs are being collected should not be involved in the data-collection.

(3) All student input should be labeled in terms of the size, level, and type of class, e.g., survey, major, etc., from which it was collected.

If student inputs are a part of the program, nontenured faculty members should receive student inputs from at least one class a year and tenured faculty members should receive students' inputs from at least one class every three years (class selected randomly).

(e) The department head should have at least one conference each year with each faculty member for the purpose of discussing faculty evaluation and development. The conference should be used to develop plans and objectives for the coming year and to review accomplishments and actual performance of the past or current year. This conference should in no way prevent periodic discussions throughout the year to review performance concerning any one of the prescribed areas being evaluated.

(f) Faculty members should be informed of the results of their evaluations. All nontenured faculty members should be informed in writing annually.

(g) Results of faculty evaluation and development which are maintained in the faculty member's file should be accessible to the individual faculty member. Further, the faculty member may add his/her personal evaluation to the file.

(h) Evidence of faculty performance derived from the formal faculty development and evaluation program should be used as one of the most important inputs in promotion, tenure, graduate faculty, and merit salary adjustment decisions.

(i) More emphasis should be placed on faculty development than is currently being placed. Professional Improvement Leaves, Teaching Improvement Leaves, Grants-In-Aid, etc., should be used, in part, for purposes of faculty development.

(j) Each school should devise a way to systematically assess its progress toward incorporting these principles into its own faculty evaluation program and to systematically assess the effectiveness of its own program.

4. In order to alleviate discrepancies between school programs and University requirements for promotion, tenure, and membership on the graduate faculty, the Tenure and Promotion Committee and the Graduate Credentials Committee should further clarify, in writing, their respective criteria, standards, and acceptable evidence of achievement. In addition, a school's reviewed and accepted faculty development and evaluation program should serve as the basic document of standards to be used by the Tenure and Promotion Committee for making decisions.

5. Workshops for deans and department heads concerning the development and administration of faculty evaluation and development programs should be conducted.

Source: Recommendations of the Project Planning Committee on Evaluation, Auburn University.

COMMITTEE EVALUATION

In the Psychology Department Pilot Project information was collected during autumn, winter, and spring quarters from two sources: (1) consultants and 499 students used the "Interview Form" to collect information from students after class sessions, and (2) consultants and colleagues used the "Observation Form" to record their impressions of particular lectures. The "Interview Forms" were then compared with the "Observation Forms" to discover differences and similarities between student and faculty impressions, and both were then compared with end-of-the-quarter student ratings for each class taught by the five faculty members who volunteered for the pilot project. By examining faculty members' teaching from multiple perspectives over an extended period of time, the committee was able to write a balanced evaluation similar to the reports contained at the end of Appendix III.

Although the "Interview" and "Observation" forms were designed for the Psychology Department, other departments might design a similar program by modifying forms contained in "Student Ratings" and "Colleague Evaluation."

COMMITTEE EVALUATION #1

Department of Psychology Student Interview Form

Faculty member _____ Course _____
Interviewer _____ Date _____

A = B = C = D = E = NA = not applicable

I. CONTENT OF LECTURES AFTER ___ WEEKS

1. Purpose: Have the lectures helped you achieve the objectives of the course? . . . . . ☐
2. Breadth: Have the lectures given you a broad understanding of the subject? . . . . . ☐
3. Depth: Have the lectures covered important topics in sufficient detail? . . . . . ☐

Is the instructor knowledgeable about the subject and familiar with current research and other points of view? Is the quantity of material assigned appropriate?
Are readings, assignments, and exams congruent or consistent with the lectures?

II. ORGANIZATION OF THE COURSE AFTER ___ WEEKS

4. Plan: Has the instructor organized the course according to a clear plan? . . . . . ☐
5. Pace: Is the pace of the course consistent with purpose and depth? . . . . . ☐
6. Mechanics: Does the instructor have control of the course (e.g., hashandouts prepared in advance, returns papers or exams promptly, makes assignments in advance instead of improvising)? . . . . . ☐

Are the lectures tied together? Are assignments spaced appropriately? Were you given a syllabus? A reading list? A list of requirements for the course?

III. PROFESSIONAL CHARACTERISTICS AFTER ___ WEEKS

7. Interest: Does the instructor seem interested in the subject and in teaching? . . . . . ☐
8. Interaction: Does the instructor create an atmosphere conducive to learning? . . . . . ☐
9. Concern: Does the instructor know whether you are making progress, or help you personally to understand the material in this course? . . . . . ☐

Is the instructor prepared and punctual for class and office hours? Available to students outside of class? Approachable? Fair in dealing with student opinion?

IV. EXAMS AND ASSIGNMENTS AFTER ___ WEEKS

10. Relevance: Do assignments and exams reflect what you have learned in class? ☐
11. Fairness: Has the instructor made a fair assessment of your work? ☐
12. Purpose: Have assignments and exams encouraged you to do your best work? ☐

Have the instructor's comments on exams and papers helped you understand the material? Do you know the requirements and criteria for passing this course? Are you given enough time to complete assignments and exams?

COMMITTEE EVALUATION #2

Department of Psychology Lecture Observation Form

Faculty member being observed _____ Course _____
Observer _____ Date _____

A = Excellent (Always) B = Good (Usually) C = Average (Sometimes) D = Below average (Usually not)
E = Poor (never) NA = not applicable

I. CONTENT OF THE LECTURE		
1. Purpose (purpose of lecture is clear; content is appropriate to purpose and to course goals)		
2. Breadth (scope of lecture and quantity of material appropriate to time allotted and to purpose		
3. Depth (covers material in sufficient detail, and at a level appropriate to course goals and student background)		
II. ORGANIZATION AND PRESENTATION		
4. Plan (lecture develops along clear lines, provides closure, and shows obvious preparation)		
5. Pace (appropriate to breadth, depth, and purpose; appropriate for note-taking)		
6. Mechanics (use of board, notes, aids, a-v material, handouts, control of voice and gestures)		
III. PROFESSIONAL CHARACTERISTICS		
7. Interest (interest in discipline and enthusiasm or clear interest in teaching)		
8. Interaction (encourages participation and questions, handles questions well, creates atmosphere conducive to learning)		
9. Concern for learning (checks comprehension, asks questions, probes or challenges when appropriate)		
Strengths deserving special mention	Recommendations for improvement	

APPENDIX III

Evaluation and Improvement of Teaching in the Department of Physiology and Biophysics

The Faculty Senate in 1972 decided that "each department or nondepartmental college must have procedures for evaluating the teaching effectiveness of all faculty involved in teaching or being considered for renewal of appointment, tenure, or merit increases. This evaluation should be as broadly relevant as possible, but should include some evaluation based upon student opinion." The chairman of the Department of Physiology appointed a committee to implement this resolution. The first committee chaired by Dr. Arthur Brown came up with a comprehensive proposal for procedures aimed at evaluating and improving teaching in the department. The system that we now have is very similar to the system devised by the first committee, with some minor changes which have been introduced by the subsequent committees. We are presently completing our second cycle of evaluating all faculty in the department.

The documents that follow describe completely the system that we use. The first document is a letter written by Dr. Brown and his committee to the faculty of the department describing the system that was set up. The letter is a model for how this should be done.

The second document describes the evaluation procedures presently being used in the Department, listing the procedures step by step. The documents that follow are those used by the committee to follow through on the various procedures.

The committee is composed of 8 members: 5 faculty of varying ranks, 2 graduate students, and 1 postdoctoral fellow. The committee decides who is to be evaluated in a particular year on the basis of a master plan such as is indicated in the next sheet. A single diagonal

line through a box means that the evaluation is in process and the cross means that it is completed. Once the committee decides who is to be evaluated in a particular academic year, the following letter is then sent to all the faculty members being evaluated, informing them of this fact. Sent along with this letter are the guidelines for instruction and evaluation as outlined on the next four sheets, as well as a self-assessment inventory which is the next document which allows them to begin the process by evaluating their own teaching.

Next the Committee for the Evaluation and Improvement of Teaching sets up a subcommittee composed of two committee members and an outside evaluator in the case of faculty members who have joint appointments with other departments. The following sheet gives a checklist for the collection of data on all the faculty who are being evaluated during that year. The following letter is then sent out to faculty members indicating who will be evaluating their teaching in that year and asking them to check the data we have on their teaching responsibilities for that year and also to give us additional information about other teaching-related activities such as would be reported on the next document.

The members of the subcommittee will attend lectures given by these faculty members using the observational form which is enclosed. They will attend usually about three lectures per course taught. In addition the student evaluations will be obtained from those courses using the appropriate Educational Assessment Center form. For those faculty involved in graduate training, graduate students and postdoctoral fellows will be asked to fill out the following evaluation form and then will be interviewed if need be by the subcommittee.

When all the data is collected, the subcommittee will then write a draft of the report which will then be shared with the whole committee and modified to be a committee report. This draft will then be sent to the faculty member along with the letter asking them for modifications if they feel some should be made in the report. Any suggestions from the faculty are considered by the subcommittee and committee before a final evaluation is written up. The final evaluation is then sent to the faculty member with a copy to the departmental chairman to be included in the faculty member's file.

Samples of two of these reports are included. In reading over the reports, you will see that there is an attempt to describe quantitatively the extent of the teaching of the faculty member and to make both positive and negative comments about the teaching. Where there are weaknesses brought out, suggestions are made for improvement of teaching. The general tone of the evaluation is quite positive. These have been well received by the faculty and have been considered by the School of Medicine Appointments and Promotions Committee to be reports which document and support teaching effectiveness of the members of our department and have thus been of great assistance in supporting recommendations for promotion and tenure.

A.M. Gordon, Professor
5/18/81

TO: Physiology and Biophysics Faculty
FROM: PBio Committee for Evaluation and Improvement of Teaching

Earlier this year, the Senate passed a resolution on evaluation of teaching effectiveness (Class C Bulletin 207):

> "Each department or non-departmental college must have procedures for evaluating the teaching effectiveness of all faculty involved in teaching who are being considered for renewal of appointment, tenure, or merit increases. This evaluation should be as broadly relevant as possible, but should include some evaluation based upon student opinion."

This resolution has now been established as University policy, and inquiries concerning its implementation have been sent to departmental chairmen. Dr. Patton has recently appointed us as a Committee to implement this resolution in our Department. After several meetings, our Committee has agreed upon and is initiating a protocol for teaching assessment, which we now wish to report to the faculty. Hence this letter.

Under current University policy, we must evaluate teaching. However, while University regulations require that we assess the strengths and deficits of the faculty, we wish to give equal emphasis to the improvement of teaching, by attempting to correct those deficiencies which we identify. Therefore, we have rejected simple student surveys conducted by extra-departmental agencies (such as the Office of Student Ratings), in favor of the more comprehensive protocol described in the following paragraphs.

Our Department has too large a faculty and offers too many courses to permit intensive evaluation of each faculty member in each course in which he participates. Therefore, we will concentrate our evaluation of a given faculty member in a single quarter each year, choosing a quarter in which he has a heavy (and hopefully, representative) teaching load. The evaluation will be done by an *ad hoc* Group consisting of some of the members of this Committee (usually, two or three), several students selected from the classes of the instructor being evaluated, and other faculty from whom the Group requests help in evaluation. When the Group is formed, it will identify itself to the faculty member being evaluated.

To evaluate teaching effectiveness in lecture-discussion courses, faculty members of the *ad hoc* Group will attend several of the lecture and conference sessions (the student evaluators will of course attend all sessions). In cooperation with the instructor, the evaluation Group will distribute survey forms to all members of the class, and tabulate the results of the survey. The proposed survey form is appended. The form will be filled out by the members of the evaluation Group also, and their opinions compared with those of the entire class.

Information on effectiveness of research training of graduate students and postdoctoral trainees of the faculty member will be gathered by direct interview with the students involved. Evaluation of individually arranged reading courses and tutorials and small group seminars will be similarly accomplished by individual interview.

For student groups who are independently organized for teaching evaluation (for example, the medical students), comments will be solicited from the students' evaluation group.

Proseminar is a special case, since responsibility for this sequence is diffuse and each faculty member participates in at most a few sessions. To evaluate Proseminar instruction, the Proseminar students will be asked to meet together and provide our Committee wih a short statement concerning the teaching effectiveness of each instructor.

Evaluation in all teaching will be based on specific guidelines, and the guidelines will be made available to each instructor.

At the end of the quarter, the *ad hoc* evaluation Group will meet and prepare a written evaluation of the faculty member. Then the faculty member will be invited to meet with the *ad hoc* Group to discuss the evaluation, to receive congratulations for outstanding performance when warranted and, also when warranted, receive suggestions for improving teaching deficiencies. Any disagreement by the faculty member with the evaluation Group's conclusions or any explanations of unusual circumstances can be appended by the faculty member to the Group report. Also, the faculty member can request additional student surveys in other quarters than the quarter in which he was initially evaluated.

Two final points. First, we view the teaching evaluation protocol described above as an experiment. If deficiencies arise, the protocol will be altered. We should appreciate receiving your comments on potential deficiencies, in light of your own experience in teaching evaluation.

Second, it is potentially embarrassing to be evaluated by your peers and your students in an area—teaching—in which each of us probably considers himself as reasonably competent. In response, we would note that by University policy, formal teaching evaluation is now mandatory. Also, we would hope that our efforts would not penalize any individual faculty member, but, by improving teaching, raise the already outstanding quality of our training programs.

A. Brown, Chairman
M. Anderson
V. Harms
B. Hille
B. Landau
S. Lisberger

Department of Physiology and Biophysics
Committee on the Evaluation and Improvement of Teaching (CEIT)

November 3, 1980

Evaluation Procedures

1. Prepare a master plan listing faculty to be evaluated and year in which they will be evaluated trying to evaluate each faculty member every four years.
2. Before the academic year begins, decide which faculty members will be evaluated this academic year. The decision will be based on the above master plan plus other factors such as:
   a. Is this a typical teaching year?
   b. When will the promotion and tenure decision be coming up?
   c. Are there any courses being revised or does the instructor want feedback to aid in revision?
   d. Sabbaticals, etc.

3. Notify the faculty to be evaluated at the beginning of the year. The letter should explain what the procedures are, the criteria being used, the reason for the evaluation, and the information we need from them on the courses to be taught during the year and teaching activities. Enclosed with the letter will be copies of the teaching criteria and a self-improvement questionnaire. They will also be informed that they have the option of working with someone from DRME during the year on teaching improvement if they so desire. An opportunity will be provided for them to discuss the evaluation plans if they so desire.

4. For each person being evaluated this year, prepare the chart showing which courses are being taught which quarter throughout the year. Have Anita contact the faculty to be certain that the chart is complete. Include courses both in the department and outside.

*5. Notify Pat Roberts of the student evaluations which will be needed using the Educational Assessment Center (EAC) student survey forms. This includes the list of faculty to be evaluated and the courses in which they will teach. Ask Pat to: (1) request permission of the instructor to do the survey; (2) order the survey; (3) conduct the survey; and (4) obtain copies of the results for the CEIT. Where the course is being taught by a committee, the chairman should be consulted. For HuBio courses, use may be made of the Curriculum Committee evaluations.

6. Decide on subcommittees for each faculty member to be evaluated this year. The subcommittee should have at least a primary and secondary evaluator, although for faculty with a joint appointment, a third member should be added from the other department. The primary evaluator should be from CEIT, but the secondary evaluator does not need to be and can be selected to give advice on lecture content. This subcommittee will be in charge of conducting the evaluation and writing drafts of the reports. The whole committee is responsible for the final evaluation.

7. The classroom observations should be done as representative samples of the faculty member's teaching during the year. It should not be done when the presence of the observer(s) would disrupt the class (i.e. small group discussion). The faculty member should be informed beforehand of the observation and given an opportunity to talk with the evaluator(s) beforehand about course strategy, students, etc. It should be stressed that the purpose of the evaluation is to improve teaching. If possible, observe a series of lectures (at least 3) rather than the isolated lecture to obtain a more representative sample. Use the forms provided to guide the observations. Some feedback should be given the faculty member soon after the observations.

8. Graduate students and post docs will be informed that their adviser's teaching is being evaluated. A questionnaire will be given them to be returned to Pat Roberts, who will collect them for the subcommittee. In addition, it will be of value to interview one or two of the students/post docs.

9. Later in the year, a letter will be sent to the faculty members being evaluated requesting additional information that will be used in evaluating their teaching. This information will include:

a. quantitative data on teaching and advisory
b. descriptive data on:
1) teaching
2) teaching-related committees
3) activities in professional organizations related to teaching
4) research on teaching
5) publication on teaching
6) attempts to improve teaching
7) innovations in teaching
c. selected teaching material to be examined by the subcommittee such as:
1) course objectives, syllabi, exams, etc.
2) lecture handouts, etc.
3) instructional materials

This information need not be just for the last year but could include contributions since the last evaluation. In addition, the faculty members will be given an opportunity to write anything they want about their teaching for the year or since the last time they were evaluated.

10. When all the data is collected, the subcommittee will review it and draft a narrative report to include:

a.
a list of courses taught in and students supervised
b.
a description of the data used in the evaluation
c.
a summary of the data collected with sufficient detail to support the assessment
d.
a discussion of strengths and weaknesses and suggestions for improvement
e.
a summary statement on overall teaching effectiveness.

11. This report will be reviewed by the whole CEIT Committee who will make suggestions for changes as needed. The subcommittee writes the final draft of the report.

12. The report will be sent to each faculty member who will be given a chance to comment on accuracy, completeness, etc. The reports will be corrected if need be by the committee and sent back to the faculty member. The report will be put into his/her file. The faculty member will be invited to write a letter for the files if she/he so desires.

13. If the faculty member desires, a conference can be held to discuss improvement strategies. CEIT should assemble information where faculty members can obtain help in teaching improvement to aid in this endeavor. This information on teaching improvement facilities should be shared with all the faculty, but especially the new faculty.

*Needs revision.

MASTER PLAN FOR EVALUATION OF TEACHING
DEPARTMENT OF PHYSIOLOGY & BIOPHYSICS

FACULTY	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83
W. Almers						
M. Anderson						
A. Berger						
M. Binder						
S. Bledsoe						
G. Brengelmann						
J. Conrad						
W. Crill						
S. Cunningham						
P. Detwiler						
E. Feigl						
E. Fetz						
A. Fuchs						
C. Gale						
A. Gordon						
B. Hille						
M. Hlastala						
T. Hornbein						
T. Kehl						
T. Kennedy						
W.G.L. Kerrick						
D. Koerker						
B. Landau						
E. Luschei						
J. Miller						
H. Modell						
H. Patton						
L. Rowell						
A. Scher						
P. Schwindt						
M. Shaw						
O. Smith						
W. Stahl						
R. Steiner						
C. Stirling						
A. Towe						
R. Van Citters						
C. Wiederhielm						

November 14, 1980

Dear Colleagues:

The Departmental Evaluation and Improvement of Teaching Committee will be reviewing the following faculty members this year as part of the periodic evaluation of the teaching effectiveness of all faculty:

S. Bledsoe	T. Hornbein
G. Brengelmann	T. Kehl
B. Hille	D. Koerker
M. Hlastala	C. Stirling

The major goal of this evaluation is the improvement of teaching. Enclosed you will find a copy of the guidelines for instruction evaluation for lecture courses and advanced training developed previously by the committee. These will be the guidelines used in the evaluation. The evaluation is a comprehensive one involving student ratings of your courses, interviews with some of your graduate students and post-docs, observations by members of the committee of some of your lectures, and consideration of any information you would like to give us on your teaching. Pat Roberts will assist you in obtaining student evaluations through the Educational Assessment Center of each of the courses which you teach. You will be contacted by a committee member concerning attendance at some of your lectures. Please be certain that Anita has an up-to-date list of the courses in which you will be teaching this academic year (including those outside the department) and what students and post-docs you will be supervising.

Later in the year we will be requesting information about your special teaching efforts so that we have a complete picture of your teaching contributions.

Once the committee has examined all the data, we will draft a report which will go to you for your comments, additions, or corrections. After we receive these from you, we will write the final report which will go to you and into your file.

Enclosed also is a self-assessment form which you might find useful in helping you to improve your teaching. The Division of Research in Medical Education can be of assistance in working with people to improve their teaching. Our efforts are aimed at helping all of us to improve our teaching. Please contact Al Gordon if there are any questions or if this year is not an appropriate one to evaluate your teaching.

The Committee for the Evaluation and Improvement of Teaching:

J. Conrad	A. Fuchs	R. Martin	J. Surmeier
E. Feigl	D. Koerker	E. McClesky	A. Gordon, Chairman

Teaching Related Activities Department of Physiology & Biophysics Evaluation & Improvement of Teaching

Faculty Member _____ Academic Year_____

To aid the departmental committee in evaluating your teaching, please fill out the following form. This information is to supplement that on the "Teaching Evaluation Data Sheet," which we request that you look over for accuracy and completeness. Make any comments you like that will help us get a complete picture of your teaching. If you have teaching materials that you would like the committee to see, please return them with this form to Al Gordon.

1. Are there any comments that you have about your teaching this academic year that give us a more complete picture of your teaching? (i.e. unusual circumstances, background of students, new course, illness, etc.)
2. Teaching related committees served on this past academic year.
3. Activities in professional organizations related to teaching (APS, Biophysical Soc.)
4. Research on teaching or grants related to teaching
5. Publications on teaching, texts, etc.
6. Attempts to improve teaching (seminars on techniques, consultants, etc.)
7. Innovations in teaching
8. Anything else you feel we should know about your teaching

Department of Physiology and Biophysics
Guidelines for Instruction Evaluation

LECTURE COURSE

ORGANIZATION
- Course as a whole (if responsibility of particular instructor)
- Lecture series
- Individual Lecture
- Is there a clear plan of organization?
- Is the organization appropriate for the subject matter of the course?
- Are segments of the course integrated with other material in the course?
- Is the relevant material included or are important subjects omitted?
- Does the organization encourage application of the course material?

APPROPRIATENESS of the course material for the group of students for whom the course was designed
- Level of the material
- Quantity of material
- Above to be evaluated for both
  - In class presentation
  - Outside assignments (homework)

PRESENTATION
- Clarity
- Style (maintain interest, etc.)
- Mechanics of presentation
- Pace
- Aids (notes, A-V aids, etc.)

EFFORT
- Availability
- Attend other lecture sessions (for coordination)
- Options for students who wish extra work
- Time spent in organization and presentation preparation

ASSESSMENT of student accomplishment
- Form of exam appropriate for course
- Coverage of exam related to material presented in course (both breadth and depth)
- Quality of exam questions (unambiguous, test mastery of subject matter, etc.)
- Time required for exam relative to time available
- Fairness of grading

PERSONAL QUALITIES
(encourage student participation, apparent interest in teaching, etc.)

INNOVATION in instruction

Department of Physiology and Biophysics
Guidelines for Instruction Evaluation

ADVANCED TRAINING (PhD candidates and Postdoctoral)

TRAINING PROGRAM
- Organization of training plan or schedule
- Is there a training plan?
- How has the plan been arrived at (discussions with trainee, supervisory committee, etc.)?
- Is the plan appropriate for the level of training?
- Balance between course work and lab work
- Mechanics
- Are the formalities being satisfied (appointment of supervisory committee, etc.)?
- Relation to trainee's future
- Is the program appropriate for the type of position the trainee is expected to occupy?
- Teaching preparation
- If the trainee's future role includes teaching, is practice teaching included in his program?

GUIDANCE
- Research topic
- Has the trainee been guided to a research project of appropriate level and significance?
- Participation by supervisor
- Has the supervisor provided the appropriate level of assistance in accomp..shing the research (neither too little nor too much)?
- How much independence is the trainee permitted (or had thrust upon him)?
- Stimulation of scientific interest
- Guidance in literature review
- Initiation into the scientific community
- Trainee attendance and presentation at scientific meetings
- Instruction in how to obtain research support
- Preparation of scientific manuscripts and submission for publication

Guidance for future productivity
How much to publish, when and where
Acquisition of teaching skills

If practice teaching is included in the trainee's program, has he been helped in evaluating his own teaching ability and overcoming his deficiencies?

ASSESSMENT

How is research progress assessed and is the assessment technique appropriate?

EFFORT

Number of research trainees
Availability to trainees
Time spent in research training

PERSONAL QUALITIES

Genuine interest in trainees, etc.

INNOVATIONS in training

SELF-ASSESSMENT INVENTORY FOR CLINICAL AND CLASSROOM TEACHING IN MEDICINE

Division of Research in Medical Education, School of Medicine,
University of Washington, Seattle, Washington
© David M. Irby, Ph.D.
1977

DIRECTIONS for Part I: Teacher Behaviors

In this inventory there are statements which reflect some of the ways clinical instructors can be described. For EACH statement, circle the number on the scale which indicates how DESCRIPTIVE the behavior is of your teaching. The scale ranges from 1 for not at all descriptive to 7 for very descriptive. Check ( ) if the behavior is not applicable to the type of teaching you do.

In rating your teaching, respond to each item carefully and thoughtfully. Avoid letting your response to some items influence your responses to others.

	Not at all Descriptive						Very Descriptive	Not Applicable
A. *Organization/Clarity*								
1. Summarizes major points	1	2	3	4	5	6	7	( )
2. Explains clearly	1	2	3	4	5	6	7	( )
3. Communicates what is expected to be learned	1	2	3	4	5	6	7	( )
4. Presents material in an organized manner	1	2	3	4	5	6	7	( )
5. Emphasizes what is important	1	2	3	4	5	6	7	( )
B. *Enthusiasm/Stimulation*								
6. Stimulates students'/residents' interest in the subject	1	2	3	4	5	6	7	( )
7. Is enthusiastic about the subject	1	2	3	4	5	6	7	( )
8. Seems to enjoy teaching	1	2	3	4	5	6	7	( )
9. Is a dynamic and energetic person	1	2	3	4	5	6	7	( )
10. Has an interesting style of presentation	1	2	3	4	5	6	7	( )
C. *Instructor Knowledge*								
11. Reveals broad reading in his/her medical specialty	1	2	3	4	5	6	7	( )
12. Directs students/residents to useful literature in the field	1	2	3	4	5	6	7	( )
13. Discusses current developments in his/her specialty	1	2	3	4	5	6	7	( )
14. Demonstrates a breadth of knowledge in medicine generally	1	2	3	4	5	6	7	( )
15. Discusses points of view other than his/her own	1	2	3	4	5	6	7	( )
D. *Rapport*								
16. Provides professional support and encouragement to students/residents	1	2	3	4	5	6	7	( )
17. Establishes rapport with others	1	2	3	4	5	6	7	( )
18. Encourages a climate of mutual respect	1	2	3	4	5	6	7	( )
19. Listens attentively	1	2	3	4	5	6	7	( )
20. Shows a personal interest in students/residents	1	2	3	4	5	6	7	( )
21. Corrects students'/residents' mistakes without belittling them	1	2	3	4	5	6	7	( )
22. Demonstrates sensitivity to the needs of others	1	2	3	4	5	6	7	( )
23. Willingly remains accessible to students/residents	1	2	3	4	5	6	7	( )
E. *Instructional Skill*								
24. Encourages active participation in discussion	1	2	3	4	5	6	7	( )
25. Utilizes audiovisual resources effectively	1	2	3	4	5	6	7	( )
26. Gives students/residents positive reinforcement for good contributions, observations, or performance	1	2	3	4	5	6	7	( )
27. Gears instruction to students'/residents' level of readiness	1	2	3	4	5	6	7	( )
28. Quickly grasps what students/residents are asking or telling	1	2	3	4	5	6	7	( )
29. Answers carefully and precisely questions raised by students/residents	1	2	3	4	5	6	7	( )
30. Questions students/residents to elicit underlying reasoning	1	2	3	4	5	6	7	( )
31. Helps students/residents organize their thoughts about patient problems	1	2	3	4	5	6	7	( )
32. Demonstrates clinical procedures and techniques being taught	1	2	3	4	5	6	7	( )
F. *Clinical Supervision*								
33. Communicates role expectations to students/residents	1	2	3	4	5	6	7	( )
34. Guides students'/residents' development of clinical skills	1	2	3	4	5	6	7	( )
35. Provides specific practice opportunities	1	2	3	4	5	6	7	( )
36. Prepares students/residents for difficult clinical situations	1	2	3	4	5	6	7	( )
37. Offers special help when difficulties arise	1	2	3	4	5	6	7	( )
38. Observes students'/residents' performance frequently	1	2	3	4	5	6	7	( )
39. Identifies students'/residents' strengths and limitations objectively	1	2	3	4	5	6	7	( )
40. Provides frequent feedback on students'/residents' performance	1	2	3	4	5	6	7	( )
41. Makes specific suggestions for improvement	1	2	3	4	5	6	7	( )
42. Seems well prepared for teaching contacts with students/residents	1	2	3	4	5	6	7	( )
43. Questions students/residents in a non-threatening manner	1	2	3	4	5	6	7	( )
G. *Clinical Competence*								
44. Demonstrates clinical skill and judgment	1	2	3	4	5	6	7	( )
45. Demonstrates skill at data gathering	1	2	3	4	5	6	7	( )
46. Objectively defines patient problems	1	2	3	4	5	6	7	( )
47. Synthesizes patient problems rapidly	1	2	3	4	5	6	7	( )
48. Interprets laboratory data skillfully	1	2	3	4	5	6	7	( )
H. *Professional Characteristics*								
49. Takes responsibility for own actions and procedures	1	2	3	4	5	6	7	( )
50. Recognizes own limitations	1	2	3	4	5	6	7	( )
51. Seems to have self-confidence	1	2	3	4	5	6	7	( )
52. Is self-critical	1	2	3	4	5	6	7	( )
53. Is open-minded and nonjudgmental	1	2	3	4	5	6	7	( )
54. Does not appear to be arrogant	1	2	3	4	5	6	7	( )

Part II: Summary and Action Plan

On the basis of the preceding ratings, circle the numbers on the scales which indicate how descriptive the dimensions of clinical teaching are of your teaching. Check ( ) if the dimension is not applicable to the type of teaching you do.

	Not at all Descriptive						Very Descriptive	Not Applicable
A. Organization/Clarity	1	2	3	4	5	6	7	( )
B. Enthusiasm/Stimulation	1	2	3	4	5	6	7	( )
C. Instructor Knowledge	1	2	3	4	5	6	7	( )
D. Rapport	1	2	3	4	5	6	7	( )
E. Instructional Skill	1	2	3	4	5	6	7	( )
F. Clinical Supervision	1	2	3	4	5	6	7	( )
G. Clinical Competence	1	2	3	4	5	6	7	( )
H. Professional Characteristics	1	2	3	4	5	6	7	( )

1. List your strengths in teaching.

2. Describe how you can more effectively capitalize on these strengths.

3. List general areas and specific behaviors of your teaching which need improvement.

4. Think about specific situations where the need for improvement was apparent.

5. Outline a plan for improving your teaching:

A. Teaching behavior: _____
   1. New approach:
   2. Assessment procedure:
   3. Summary of results:

B. Teaching behavior: _____
   1. New approach:
   2. Assessment procedure:
   3. Summary of results:

Data Sheet
Related Activities
Student Course Evaluations Returned
Preliminary Report In
Circulated to Faculty
Final Report Done

FACULTY EVALUATION CHECKLIST
1979–80

Faculty	Primary Evaluator	Secondary Evaluator	Outside Evaluator	
M. Anderson	J. Burnham	R. Steiner	JoAnne McMillan	XXXXXX
A. Berger	R. Steiner	J. Burnham		XXXXXX
M. Binder	A. Gordon	M. Anderson		XXXXXX
W. Crill	R. Martin	M. Anderson	P. Swanson	XXXXXX
S. Cunningham	C. Rowell	E. McClesky		XXX
E. Feigl	T. Kennedy	L. Rowell		XXX
A. Gordon	J. Conrad	T. Kennedy		XXX
T. Kehl	A. Gordon	A. Fuchs		XX
T. Kennedy	R. Steiner	R. Martin		XXXXXX
B. Landau	E. McClesky	A. Gordon	S. Halbert	XXXXXX
H. Modell	A. Gordon	J. Conrad		XXX
A. Scher	L. Rowell	J. Conrad		XX
C. Wiederhielm	J. Conrad	L. Rowell		XX
A. Towe	B. Hille	R. Martin		XXXXXX

Dear Colleague:

As you are aware, the Departmental Committee on the Evaluation and Improvement of Teaching is evaluating your teaching this academic year. As part of these activities, members of the committee will visit your lectures, talk with your students, and obtain student evaluations for your courses. The committee members responsible for your evaluation are:

_____Primary Evaluator
_____Secondary Evaluator

We need some information from you so that we may have a more complete picture of your teaching.

1. Could you please review the information on your "Teaching Evaluation Data Sheet" to see that it is accurate? Please fill in any missing information or correct any misinformation and return to me *as soon as possible.*
2. Please fill out the second form "Teaching Related Activities" which will provide us with additional information on which to base our evaluation.
3. Finally, if there are any materials you want the subcommittee to have before your evaluation is written (course syllabi, instructional materials, reprints, etc.), please give them to me along with these completed forms.

To expedite our evaluation, we would appreciate receiving this additional information (2 and 3 above) by _____. Once this information is in and all evaluations are completed on your teaching, the committee will prepare a preliminary draft of your teaching evaluation that will come to you for your comments before a final evaluation is prepared.

Sincerely yours,

Albert M. Gordon, Chairman
Departmental Committee on the
Evaluation and Improvement of
Teaching

AMG: cs
Enclosures

TEACHING EVALUATION DATA SHEET

FOR: George L. Brengelmann, Ph.D. YEAR 1980-81

Primary Evaluator D. Koerker
Secondary Evaluator A. Gordon
Other Evaluator(s) A. Berger

Course(s)	Quarter	In Charge (yes no)	#Students	#Lectures	#Sessions	Other

Graduate Students Supervised:

On Supervisory Committee for:

Post Docs Supervised:

Teaching Related Activities
Department of Physiology & Biophysics
Evaluation & Improvement of Teaching

Faculty Member _____ Academic Year_____

To aid the departmental committee in evaluating your teaching, please fill out the following form. This information is to supplement that on the "Teaching Evaluation Data Sheet," which we request that you look over for accuracy and completeness. Make any comments you like that will help us get a complete picture of your teaching. If you have teaching materials that you would like the committee to see, please return them with this form to Al Gordon.

1. Are there any comments that you have about your teaching this academic year that gives us a more complete picture of your teaching? (i.e. unusual circumstances, background of students, new course, illness, etc.)
2. Teaching related committees served on this past academic year.
3. Activities in professional organizations related to teaching (APS, Biophysical Society, etc.)
4. Research on teaching or grants related to teaching
5. Publications on teaching.
6. Attempts to improve teaching (seminars on techniques, consultants, etc.)
7. Innovations in teaching
8. Anything else you feel we should know about your teaching

Department of Physiology and Biophysics
Committee on the Evaluation and
Improvement of Teaching Date _____

Lecture Observation Form
Faculty Member Being Observed _____ Observer _____
Course _____

A. *Organization* (course, lecture, lecture series)	
1. clear, logical plan	
2. plan appropriate for subject matter	
3. integrated with other parts of course	
4. relevant material included, no important topics omitted	
5. organization encourages application	
6. appropriate level of material for students (a) in class	(a)
(b) outside of class	(b)
7. appropriate quantity of material (a) in class	(a)
(b) outside of class	(b)
B. *Presentation*	
1. clear and organized	
2. enthusiastic, stimulates interest	
3. knowledgeable on subject	
4. makes good use of A-V material, notes	
5. has good control of mechanics of presentation	
6. paces the lecture well	
C. *Effort*	
1. is available to students	
2. makes special effort to coordinate materials with other lectures	
3. gives students options for additional work	
4. spends adequate time in organization and preparation	
D. *Personal Qualities*	
1. encourages student participation	
2. appears interested in teaching	
3. shows concern for student learning	
4. presents material without disturbing mannerisms	
5. utilizes well modulated, clearly articulated speaking voice	
6. other traits? humor, shyness	

COMMENTS

Strengths	
Problems	
Proposed Solutions	

E. *Assessment of Student Accomplishment* 1. form of the exam is appropriate to course	
(to be evaluated at end of course)	
2. the exam covers the course material with indepth and breadth	
3. the exam questions test mastery of the subject matter and are not ambiguous	
4. the amount of time allotted for this exam is appropriate	
5. the exam is graded fairly	
6. student performance shows evidence of significant learning	
F. *Innovations in Teaching*	
1. any innovative techniques used?	

Department of Physiology and Biophysics
Committee for the Evaluation and Improvement of Teaching (CEIT)

Teaching Evaluation for _____

Done by _____

Evaluation of Effectiveness in Advanced Training
(Ph.D candidates and Postdoctoral)

The teaching effectiveness of your research supervisor is being evaluated this year. The aim of the evaluation is the improvement of teaching. Below are listed various areas of possible supervision and some criteria on each. Please comment on any of the sections below, where appropriate, on the adequacy of the supervision and on the strengths, problems, and suggested solutions. This information will be kept in confidence but used in writing a report which will go to your supervisor. You will not be quoted. Your honesty and assistance are important to improving teaching.

Training Program

1. Organization of training plan or schedule
   Is there a training program?
   How has the plan been arrived at (discussions with you, supervisory committee, etc.)?
   Is the plan appropriate for the level of training?
   Balance between course work and lab work
2. Mechanics
   Are the formalities being satisfied (appointment of supervisory committee, etc.)
3. Relation to trainee's future
   Is the program appropriate for the type of position you are expected to occupy?

Guidance

1. Research topic
   Have you been guided to a research project of appropriate level and significance?
2. Participation by supervisor
   Has the supervisor provided the appropriate level of assistance in accomplishing the research (neither too little nor too much)?
   How much independence are you permitted (or had thrust upon you)?
3. Has your supervisor stimulated your scientific interest?
4. Has your supervisor guided you well into the literature?
5. What role has your supervisor played in your initiation into the scientific community?
   Your attendance and presentation at scientific meetings?
   Your instruction in how to obtain research support?
   Your preparation of scientific manuscripts and submission for publication?
6. Guidance for future productivity
   How much to publish, when and where
7. Acquisition of teaching skills
   If practice teaching is included in your program, have you been helped in evaluating your own teaching ability and overcoming your deficiencies?

Assessment

1. How is research progress assessed and is the assessment technique appropriate?

Effort

1. How available is your supervisor?
2. How much time spent in research training?

Personal Qualities

1. Are there any personal qualities that affect his/her ability to be an effective supervisor? (Genuine interest in your training, enthusiasm, etc.)

Innovations in Teaching

1. Are there any innovations that you see in the training pogram?

General Comments (Strengths, Problems, Solutions)

Dear

This is a draft of the Departmental Evaluation and Improvement of Teaching Committee Report on your teaching for 1979-80. The Committee reviewed the teaching of about thirteen of our faculty this year, including yourself. As you know, the main purpose of the evaluation is to help improve teaching so that the comments and suggestions are toward this aim. However, since our final report does go into your file, it is our procedure to have you look over the draft before this occurs. If there are additions (such as teaching we did not know about), or corrections, or if you feel that some changes should be made, please let me know. If there is something which is not clear, I

will try to clarify it for you. If you would like to write some comments to be placed in the file along with this report, please feel free to do so. You may address them to me, or to Dr. Patton.

After hearing from you, a final version of this report will be prepared and turned in to Dr. Patton for your files. Although the main purpose of the report is improvement of teaching, the report will be used for administrative purposes so that Dr. Patton will use it when submitting materials for promotions. He insists that realistic, objective comments are helpful, whereas unsubstantiated laudatory remarks are not. In any case, this material should provide you with some feedback from students and colleagues. We hope this will be of genuine value to you.

Sincerely,

Albert M. Gordon, Ph.D., Chairman
Evaluation and Improvement of Teaching Committee
Department of Physiology and Biophysics

Enclosure: draft teaching evaluation

AMG:cs

January 16, 1981

TO: Barbara Landau, Ph.D.
Associate Professor

FROM: Departmental Evaluation and Improvement of Teaching Committee for 1979-80:

M. Anderson	R. Martin
J. Burnham	E. McCleskey
J. Conrad	L. Rowell
A. Gordon, Chairman	R. Steiner
T. Kennedy	

Enclosed is the evaluation of your teaching for 1979-80 prepared by the Departmental Evaluation and Improvement of Teaching Committee. It is quite similar to the draft you saw previously. We have also given a copy to Dr. Patton for your file. If you would like to write some comments to be placed in the file along with this report, please feel free to do so. As you know, the main purpose of the evaluation is to help improve teaching so that the comments and suggestions are toward this aim. We hope this evaluation will be of genuine value to you.

enc: Teaching Evaluation

AMG:cs

January 9, 1981

TO: Dr. Harry D. Patton
Chairman

FROM: Departmental Evaluation and Improvement of Teaching Committee for 1979-80:

M. Anderson	R. Martin
J. Burnham	E. McCleskey
J. Conrad	L. Rowell
A. Gordon, Chairman	R. Steiner
T. Kennedy	

Enclosed are the final evaluations for 1979-80 for:

M. Anderson	W. Crill
A. Berger	T. Kennedy
M. Binder	B. Landau

for inclusion in their files. I have invited them to add any additional materials if they feel this evaluation is not complete. There are still a few more to be done for last year as we are awaiting student evaluations from last quarter's courses.

AMG/cs

Teaching evaluation for ■■ for Autumn Quarter, 1973

This report is based on the impressions of the undersigned who attended all or part of ■■'s course PBio or his three lectures in PBio, on 16 returned "Survey of Student Opinion of Teaching" forms from PBio, and on discussions with three of his graduate students and a postdoc.

Training of graduate students and postdocs

There was unanimous agreement that ■■'s one-to-one teaching is superb. The students have a close personal relationship with their adviser who talks with them at length, works out long derivations on the spot, and often has some personal involvement in their research. He has an infectious enthusiasm and broad knowledge leading to confidence that the research projects are valid, worthwhile and will succeed. Although there are many pressures on his time he can usually be reached when necessary.

After looking through the Teaching Committee's list of criteria, some students said that they may not be as well introduced to life after training as they could be: ■■'s knowledge of the literature was so reliable that they did not feel compelled to read it themselves. One wished he had been to a scientific meeting. One wished he had some suggestions on writing papers. The mechanics of publishing, grant support, requirements in academic positions seemed unclear.

Lecture course teaching

■■ lectures in many courses each year. His teaching load is heavy and mostly devoted to advanced courses of his own invention rather than to service courses. Again rapport, captivating style, enthusiasm, broad knowledge, deep understanding of subject, and good verbal ability make for appealing, interesting lectures. The opinion survey of PBio students (attached) reflects an almost uniformly good to excellent opinion of his lectures. In advanced courses ■■ was praised for yearly getting into new subjects (particularly ■■ and ■■) that a graduate student would otherwise find almost impossible to work through himself by "conventional" courses in other departments.

Despite very favorable responses on the survey, we are unanimous in feeling that one aspect of lecture courses could be improved. This is time spent out of the classroom on organization and preparation of materials and evaluation of student progress. Lectures are given without notes, slides, or other aids. Some homework problems may be given but not graded. Little or no textbook or original paper reading is assigned. There are no handouts or study aids. While a good overall plan of the lecture and lecture series is evident, there was a lack of final and detailed preparation.

The lectures might not get through the essential material, stray off on asides or onto subjects inappropriate for an elementary course, become bogged down in unnecessary mathematical derivations that fail through some error in algebra, fail to prepare the student for the problems, use different notation than earlier in the same lecture or course or in problems. Similar comments show up in the opinion survey. Spending little time preparing lectures can waste the time of the many people in the course, particularly for elementary courses (PBio ■■ and ■■) with students of more diverse backgrounds and abilities.

Procedures that might alleviate the above include writing out the lecture outline and derivations in advance to include the most significant material using consistent notation, more development of problems that integrate with the lectures yet are new and helpful, grading of problems in a reasonable time, possible use of handouts for problems, derivations or home reading to save time in class, and research into appropriate assignable readings that are made conveniently available to students. All of these require time to do but for elementary courses like PBio ■■ and ■■ the results can be used from year to year. We recognize that time used in preparation of lectures would need to be taken away from one-to-one teaching and the relative importance of each is not obvious. Since one-to-one teaching is so successful, perhaps some evaluation in lecture courses can be done via small conferences.

The student's comments on proseminar (see separate sheet) reflect ability to nurture interest and ideas in one-to-one situations.

Finally we would like to emphasize that overall teaching efforts and accomplishments are impressive.

Signed:

with the approval of the Committee to Evaluate Teaching

2/1/74

Department of Physiology & Biophysics
Evaluation and Improvement of Teaching Committee
Teaching Evaluation for Dr. ■■
Academic Year ■■

Dr. ■■ is a Professor in the Department of Physiology and Biophysics. Teaching responsibilities for the academic year 1979-80 include the following classes:

Course(s)	Quarter	In Charge	#Students	#Lectures	#Sessions	Other
PBio	F		82	15	--	--
SPC-T HuBio	F		14	NA	NA	NA
SPC-T HuBio	Sp		25	NA	NA	NA
PBio (Part III)	Alternate Years		--	--	--	--

Dr. ■■ serves on the PBio Department's committee for evaluation and improvement of teaching and acted as its Chairman for the ■■ and ■■ academic years. ■■ is a member of the supervisory committee for five graduate students in the PBio Department and one graduate student in the Department of Kinesiology. ■■ directs the Neurobiology Training Program, counseling all graduate students and post doctoral fellows who are trainees.

This teaching evaluation is based on a composite of profiles obtained from two members of the teaching evaluation committee, who attended lectures and examined teaching material, together with approximately 100 student evaluations.

PBio ■■. Not evaluated.

PBio ■■.

Dr. ■■'s overall performance for the class rates *very good* to *excellent*. Material selected for presentation was appropriate and was gauged suitable in both level of difficulty and quantity for these students. Students expressed great confidence in knowledge of the material, and rated ■■ *very good* to excellent for organization and enthusiasm.

■■ obviously spends considerable time in preparation for lectures. ■■ delivers lectures with a logical plan and clearly defines objectives. They are well integrated with other parts of the course. ■■ displays an engaging, humorous, personable style that stimulates student interest and dialogue. Lectures were well-paced, and ■■ makes excellent use of clinical examples to illustrate physiological principles.

Some of the audio-visual material may profit from reworking into simpler diagrams and take-home digests that could be passed out for study and reference. An over dependence on the podium tends to formalize ■■'s natural relaxed style. Although the microphone cord restrains extended walks from the podium, by leaving the podium and approaching audience (with notecards in hand, if necessary) ■■ will foster even greater rapport with listeners. These are minor issues and do not significantly detract from overall laudatory performance.

Dr. ■■ shows great concern for student learning. ■■ is readily available for helping students outside of class. ■■ counsels vast numbers of students, and they clearly enjoy and profit from their encounters with ■■. ■■ sets high standards of excellence, but based on student comments, successfully nurtures a spirit of inquiry and a joy of learning.

PBio (Proseminar)

Dr. ■■'s teaching in proseminar was not formally evaluated; however, interviews of two graduate students who attended ■■ session suggest that ■■ did an extremely fine job. One of the students commented that ■■ was "best of the lot." ■■'s infectious enthusiasm, approachable demeanor, and a thorough command of the subject matter made a very popular and effective teacher.

SPC-T Hubio ■■ and ■■

Dr. ■■ has in recent years been the tutor in charge of two of the HuBio self-paced curriculum program modules: the module of the SPC-T HuBio course and the System module of the SPC-T HuBio course. ■■ has consistently received extremely favorable student evaluations on these modules which included the suggestions that the tutors of the other modules could learn much from Dr. ■■'s sections. As would be predicted, considering the rather amorphous nature inherent to independent study programs in general, student suggestions have focused the need for concrete guidelines concerning more explicit objectives in the depth of understanding expected, more specific reading assignments, and more clear delineation of the subsections of the modules. This year, Dr. ■■ has made a point-by-point effort to improve each of the weaknesses in the 1979 SPC-T module as indicated by the student evaluator.

In general, the impression one gleans from reading the students' evaluations is that while there is some room for improvement, the modules Dr. ■■ has constructed fill the needs of the Independent Study program admirably, and should be viewed as successful models by other faculty involved in this program.

Special Commendation Letter

Dr. ■■ received a letter of special commendation for ■■ teaching performance in the SPC-T HuBio series. This honor reflects dedication and skills as an educator and confirms the overall impression of this committee that teaching performance is exemplary.